DOCUMENT RESUME

ED 288 046   CE 048 941

AUTHOR   Elster, Jan; And Others
TITLE   The New Role of the Volunteer in Development.
                Training for Development. Peace Corps Information
                Collection & Exchange Training Manual No. T-5.
INSTITUTION   Peace Corps, Washington, DC. Information Collection
                and Exchange Div.
PUB DATE   Sep 85
NOTE   380p.
PUB TYPE   Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE   MF01/PC16 Plus Postage.
DESCRIPTORS   Adult Education; *Developing Nations; *Economic
                Development; Foreign Countries; Instructional
                Materials; *International Programs; Learning
                Activities; Nonformal Education; Problem Solving;
                *Technical Assistance; Voluntary Agencies; *Volunteer
                Training
IDENTIFIERS   *Peace Corps

ABSTRACT
                This manual contains 32 hours of training to provide
Peace Corps trainees with background for their role as volunteers in
the development of another country. Section 1 is a guide for trainers
that provides an overview of the content and methodologies used in
the manual and a collection of information on training techniques.
Section 2 is a brief summary of the purpose, knowledge, and skills
developed in each session and the total time required for the
session. Section 3 includes a complete design for each of 12
sessions. Each outline consists of a rationale, time requirements,
goals, trainer presentation, materials, prepared newprint, handouts,
and procedures. At the end of each session are the handouts to be
used. Topics are perspective on development, dynamics of development,
information gathering as a development tool, facilitating
development--the role of the volunteer, nonformal education as a
development tool, problem solving, working with others--volunteer
styles and approaches, community analysis, community leadership,
project development--planning/management, responsibilities of a
development worker, and summary. Section 4 provides abbreviated
session outlines for use by experienced trainers in developing
training. Section 5 is a collection of all the handouts to be used
during training. They are collected to facilitate duplication.
(YLB)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

The New Role Of The Volunteer In Development

Peace Corps

INFORMATION COLLECTION & EXCHANGE

TRAINING MANUAL NO. T-5

Peace Corps' Information Collection & Exchange (ICE) was established so that the strategies and technologies developed by Peace Corps Volunteers, their co-workers, and their counterparts could be made available to the wide range of development organizations and individual workers who might find them useful. Training guides, curricula, lesson plans, project reports, manuals and other Peace Corps-generated materials developed in the field are collected and reviewed. Some are reprinted "as is"; others provide a source of field based information for the production of manuals or for research in particular program areas. Materials that you submit to the Information Collection & Exchange thus become part of the Peace Corps' larger contribution to development.

Information about ICE publications and services is available through:

> Peace Corps
> Information Collection & Exchange
> Office of Training and Program Support
> 806 Connecticut Avenue, N.W.
> Washington, D.C. 20526

Add your experience to the ICE Resource Center. Send materials that you've prepared so that we can share them with others working in the development field. Your technical insights serve as the basis for the generation of ICE manuals, reprints and resource packets, and also ensure that ICE is providing the most updated, innovative problem-solving techniques and information available to you and your fellow development workers.

Peace Corps

THE NEW

ROLE OF THE VOLUNTEER IN DEVELOPMENT

MANUAL

by

Jan Elster
Steven Joyce
Linda Spink

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

INTRODUCTION

This manual is a revised and expanded version of the previous Role of The Volunteer in Development Manual. Using the results from a field survey we have made changes in both the content and format of the manual. It contains 32 hours of training material on the following topics:

1) defining development,
2) identifying causes and interrelatedness of development problems,
3) ways Volunteers can effect development,
4) non-formal education & development,
5) working with groups,
6) problem solving, information gathering,
7) community analysis,
8) identifying and enlisting support of community leaders, and
9) project planning and management.

You will find that throughout this manual we have dealt with the concepts of Women in Development (WID) as integral to defining and planning development projects. Our position is that any development effort must examine how it will involve men, women, children, and the elderly of any given community and the effect it may have on each of them.

Another important change in the manual has been the deliberate effort to increase the participation of host country representatives in the sessions. Ideally, co-trainers - one host country representative and one North American - will deliver the sessions. However, if the sessions are delivered by someone other than a host country representative, we have indicated where it would be helpful to have his/her input.

With a quick glance through the manual you will notice a significant change in the design format. We have written this manual for the "typical" Peace Corps trainer - someone with strong technical Volunteer experience and a minimum of process training expertise. Keeping this in mind, we have provided detailed session designs which help a trainer to understand the intent and purpose of specific activities and questions. Using these design outlines, a less experienced trainer will be better equipped to deliver these generic training sessions.

Although we have geared the detailed session designs for the less experienced trainer, we have also tried to meet the needs of more experienced Peace Corps trainers by providing abbreviated session outlines at the end of the manual. A trainer familiar with Peace Corps training can use these brief outlines as a base from which to develop and conduct the generic training sessions.

For easy access to specific materials, the manual has been divided into five separate sections.

Section one, a Guide for Trainers, is an overview of the content and methodologies used in the manual and a collection of information on training techniques. This section may serve as a refresher for the more experienced trainer and a helpful guide for the newer trainer.

Section two, an Overview of the Sessions, is a brief summary of the purpose, knowledge, and skills developed in each session and the total time required for the session.

Section three, the Detailed Session Designs, includes a complete design for each session. At the end of each session design you will find the handouts used in the session; these are placed here for easy reference.

Section four, the Abbreviated Session Outlines, provides a sketch of the session goals and activities. For detailed process notes on how to run the session, complete with sample newsprints and lectures, you are encouraged to refer to section three.

Section five, the Session Handouts, is a collection of all handouts to be used during the training. We have collected them here to facilitate duplication. All handouts are labeled with the corresponding session titles.

This manual was made possible by your collective experience with previous materials. We anticipate that you will have new ideas and suggestions for future manuals and would like to hear them. Please complete the attached evaluation form and return it to the Office of Training and Program Support.

GUIDE FOR TRAINERS

INTRODUCTION

GUIDE FOR TRAINERS

This Guide is designed to help you, as trainer, become familiar with the manual. It also offers you guidelines on how to prepare yourself for your role. This section should be read thoroughly before reviewing the sessions.

The sections of the Guide for Trainers are as follows:

Part I   Introduction

Part II   Methodology

Part III   Content

Part IV   Structure

Part V   Responsibilities of the Trainer

Part VI   Suggestions for the Trainer

Part VII   Training Techniques

Part VIII   Assessment

Part IX   Glossary of Training Terms

Supplemental Readings:

Supplement 1A   Experiential Learning

Supplement 1B   Integrated Training

Supplement 1C   From Freedom to Learn

Supplement 1D   The Effective Trainer

Supplement 1E   Discussion Group Leadership

Supplement 1F   What to Observe in a Group

.GUIDE FOR TRAINERS

I. INTRODUCTION

This manual has been developed especially for Peace Corps
trainers overseas. One advantage for the less
experienced trainer is that its design offers step-by-
step procedures on how to run each session contained in
the manual. Therefore, it can be used by those with
limited training experience as well as adapted for use by
more experienced trainers. For more experienced
trainers, the "Advanced Trainer Guides" provide an over-
view of each session that can be easily adapted by the
trainer who is already accustomed to training design and
delivery. In either case, you need to familiarize your-
self with the structure, style, and content of the
sessions. This section will help you in familiarizing
yourself with how to manage and conduct the sessions.

II. METHODOLOGY

The lesson plans in the manual do not use traditional
classroom techniques. Based on the theory that adults
learn most effectively by doing rather than seeing or
hearing, the approach is experiential and participatory.
You will be more of a facilitator of exercises,
discussions, and events than a traditional lecturer or
teacher imparting information. Much of the information,
conclusions, and strategies that the participants take
with them after the sessions will help them draw conclu-
sions and plan strategies. The basis for your work will
be the many structured exercises contained in the manual.
There is a good deal of group work, exercises, and
discussions, and a minimum of lecture. Non-formal educa-
tion techniques are applied so that you can use the
manual with individuals of varying levels of knowledge
and experience.

III. CONTENT

This manual is designed to provide Peace Corps trainees
with background for their role as a Volunteer in the
development of another country. The manual is develop-
mental in that it first defines the basics of development
and then builds into a discussion of ways to prepare
effectively for the Volunteer's important role, and the
implications of that role.

- 2 -

For those trainees (or participants, as they are referred
to throughout the sessions) who have attended a
CAST/CREST, this manual follows up on what they learned.
It provides continuity without being repetitive.
Alternative designs are offered in each session for par-
ticipants who have not attended CAST/CREST. They are
provided with the basics that are usually offered in
CAST. (See Overview of all Sessions.)

The manual is also designed to use the Skills Inventory
Workbook. It provides participants with the opportunity
to examine their skills and determine how to improve them
and/or requires new ones at three crucial points during
the program. See the workbook, which follows the Guide
for Trainers, for instructions on how to use it.

IV. STRUCTURE

The 14 sessions contained in the manual represent
approximately 32 hours of training. There are a number
of ways you can present the training, and it is up to you
to choose the most appropriate one for your group. It is
advised that you integrate these sessions throughout your
pre-service training. Trainer's Responsibility 4,
described in the next section of this Guide, will provide
you with suggestions on how to integrate the sessions.

Each session follows the same format. Each of the
sessions contained within each module is structured with
these components:

o   RATIONALE FOR TRAINING SESSION - Gives the reasons
    why the session was developed and any background
    information that might help you to explain why you
    are spending time on the topic.

o   TOTAL TIME - Indicates the approximate total time,
    including breaks, the session will take to complete.

o   GOALS - Outlines the 3-5 purposes of the module.
    Also serves as a basis for you to make newsprint on
    goals to use at the beginning of each session so the
    participants will clearly understand what they will
    learn and what is expected of them.

o   TRAINER PREPARATION FOR SESSION - Describes what you
    yourself need to do to get ready to lead the session.

o   <u>MATERIALS NEEDED</u> - Lists all of the resources you
    will need to run the session. Materials such as
    newsprint and markers will be indicated first. There
    will also be a list of handouts for participants to
    take with them to learn more about a certain subject.

o   <u>PREPARED NEWSPRINT</u> - Tells you how many newsprints to
    prepare, and which steps within the lesson plan call
    for newsprint.

o   <u>PROCEDURES</u> - The procedures in each lesson plan are
    explicit and detailed, and will easily "walk you
    through" the steps of making the lesson happen.
    There is a two-inch column on the side of the page
    next to the instructions which allows you to take
    notes and/or summarize each step in your own words.
    This is crucial to leading the session comfortably
    when the time comes.

o   <u>TRAINER'S NOTE</u> - Will list any special things you
    should do to make the session work well. Notes to
    trainer are found within the body of the lesson plan.

o   <u>SYMBOLS</u> - Two different symbols are used at specific
    points in each session:

    *   tells you that the word is defined in the
         glossary at the back of the Guide for Trainers.

    **   indicates that you can look for an explanation of
         the concept in the trainer reference.

V.   <u>RESPONSIBILITIES OF THE TRAINER</u>

You, as workshop leader or trainer, have six basic
responsibilities:

1.   Become familiar with the content and methodology of
     the manual.

2.   Train yourself on how to use it as is, and/or adapt
     sessions to meet you and your Volunteers' special
     needs.

3.   Incorporate ideas and opinions of host country
     nationals.

4.   Integrate the sessions in the manual into your
     Pre-Service Training Program.

- 4 -

5. Prepare other trainers and co-facilitators on how to use the manual.

6. Run the sessions.

Responsibility 1:   <u>Become familiar with the content and methodology of the manual.</u>

The easiest way to obtain an overview of the entire manual is to read the first page of each module, which summarizes its content. It is also important that you become thoroughly familiar with the exercises and handouts well before you present each module, so that you have achieved mastery of the contents and process. <u>You are given a possible script to use, which appears in bold print. You need to adapt the script to your own words so that your presentation is comfortable for you.</u> Use the margins that have been provided to do this.

The knowledge that you have of adult learning theory, group development, and leadership techniques can enhance your comfort as well as your ability to lead the sessions. You do not have to be an expert to lead the sessions, as they are explained in the manual. However, your interest in and knowledge of innovative, experiential, and non-traditional (non-classroom) approaches will help you utilize the manual more comfortably. Since you will be the primary trainer or leader, a self-instructional learning packet is provided here as Supplements 1A through 1F. It contains readings on learning theory and group development. Read them before you examine the modules themselves. If additional trainers will be running any of the other modules, ask them also to read the articles so that you have some common ground in your knowledge of the theory on which the manual is designed. Keep in mind that these readings represent only a very <u>basic overview</u> of the topics they represent and are not meant to make you an "expert." Seek further resources if a certain subject interests you or you need more background. The readings are as follows:

       1A   Experiential Learning
       1B   Integrated Training
       1C   From <u>Freedom to Learn</u>
       1D   The Effective Trainer
       1E   Discussion Group Leadership
       1F   What to Observe in a Group

Responsibility 2A: Train yourself on how to use the
                     manual.

If you are new to the field of training or have limited
experience, become familiar with the style in which the
manual is written. Review how the instructions appear
and the format that is consistently used for each module
and session. The longer versions of the sessions in the
manual are to work for you and to help you work with
ease. Remember to look at the TRAINER'S NOTES which
appear throughout, and remind you of special steps that
need to be taken.

Keep in mind that the training sequence within each
module is designed to

(1)   provide participants with basic information or an
      introduction;

(2)   allow them to work through an activity (be it indi-
      vidual or group) to reinforce basic information or
      experience; and

(3)   provide a processing phase. The processing phase is
      to help participants reflect on what they have
      learned, to generalize the learnings, and to discuss
      how they can apply these learnings to their work
      situations and community. (See Part VII for more on
      processing.)

Please remember that each of these phases is important.
In fact, the lesson will not have its intended impact
unless all the phases are implemented. Do not try to cut
corners by cutting out a phase. It will affect the
attainment of the intended objectives.

Responsibility 2B: Adapt the session to fit both your
                     and your participants' needs.

If you already have extensive training background, you
may find that the step-by-step style in which the
sessions are explained is oversimplified for your needs.
In this case, just refer to the "Advanced Trainer
Guides." (You can also use the Guide for Trainers and/or
detailed lesson plans to train other less experienced
staff.)

Responsibility 3:   Incorporate ideas and opinions of
                     host country nationals.

The manual has been designed to be easily used by
trainers in any country. It provides a framework for
development. However, your ability to present the infor-
mation so that it reflects the host country will be the
key to making the sessions culturally specific and
appropriate. There are many opportunities to do this
throughout the sessions, and your responsibility is to
incorporate these country-specific opinions, information,
trends, and cultural aspects. If you are not a host
country national, you may find the following methods to
be helpful.

o   Review the sessions with various host country
     individuals and "interview" them regarding topics.
     One example involves Session 1, which calls for an
     overview of development. The ideas of more than one
     host country representative are important, since
     everyone brings varied information and perspectives.
     You can present a collective overview during the
     session, since you may be the only trainer there.

o   Invite different host country nationals to the
     session and use them as resources to answer
     questions and/or give opinions. Use language
     teachers, technical and cultural coordinators, office
     staff, or individuals from the community.

o   Ask language and culture teachers to integrate the
     topics covered in your sessions into their language
     classes. For example, if you are covering topics
     such as information gathering, see that language and
     culture teachers talk in their classes about the
     cultural norms of informal interviewing in the host
     country.

However you decide to incorporate the ideas and infor-
mation of varied host country individuals, remember that
doing so is the key to making these materials
appropriate. They can be used anywhere Peace Corps
Volunteers are being trained. How effective they are in
terms of country-specific information depends on how much
you utilize the resources around you to make country-
specific entries. There are points throughout the
sessions, "+" where it would be possible and beneficial
to use host country persons as resources, or to make sure
that the issues are included in language and/or cultural
sessions.

- 7 -

17

Responsibility 4: Integrate the sessions in the manual into your overall pre-service training program.

The sessions in this manual can be logically placed (or integrated) throughout your pre-service training program. In planning PST, you can choose in which weeks and next to which language, cross-cultural, and technical sessions they should be placed. The goal is to have the sessions logically integrated so they can be discussed in other components and not isolated in one session. Supplement 1B, "Integrated Training," will give you guidelines and a sample PST calendar to help with this integration.

Responsibility 5: Prepare other trainers and co-facilitators on how to use the manual.

The majority of exercises can be run by one person in front of the group. However, in order to monitor small-group work, and so that you have others to help you with materials, handouts, and intricate, culturally specific topics, or topics that merit various points of view, it is a good idea to have at least one or two backup people; or you may want to share the lead trainer responsibility with another trainer. However, if you decide to do this:

(1) make sure that you are on the same wavelength with both your co-trainer and your backup people. That means that you are a team and understand the goals and how you will reach them; and

(2) ensure that all staff members understand their responsibilities (leading sessions, monitoring groups, preparing handouts, acting as resources, etc.) It is up to you to determine these roles and to communicate them clearly to the individuals involved.

In your responsibility of determining who will be doing the up-front training and who will be backups, you must also build a team among yourselves and prepare the team members to perform their responsibilities. One way to do this is to hold a meeting, before conducting the sessions, with all of the staff who will be assisting you. Make sure to cover the following areas:

-    Time for staff to become acquainted (if necessary)

- 8 -

- Overall goals of the session(s)

- How the session will be run

    o   methodology
    o   structure

- Agendas (schedule for session(s))

- Roles (include one for everyone)

- Questions, clarification of any concepts

Another way to help staff work effectively as a team is
to hold a brief staff meeting at the end of each training
day. Discuss the following topics:

- Feedback for trainer and co-trainer (what
  he/she did well, poorly)

- Achievement/non-achievement of workshop
  goals

- Problems, special issues

- Review (walk through) of how the next day's
  (week's) session will be run, with
  discussion of roles

Responsibility 6:   Run the sessions.

If you have done your homework so far, the fulfillment of
this responsibility should come naturally to you!
However, if you are a trainer who is new to the field,
the next section provides information that may help even
more in running effective sessions.

VI.   SUGGESTIONS FOR THE TRAINER

In preparation for each session:

1. Remember that groups always vary. Research your
    audience to make sure the materials in the manual are
    appropriate to use with them. In some cases, the
    materials will need to be modified because of varying
    levels of expertise, sophistication, background, and
    experience of a given group. Be cautious in exa-
    mining the materials. Think how each exercise will

be viewed and/or accepted by the group. It is up to you to modify materials as necessary to meet the needs of the group.

2. Become familiar enough with each session so that you understand the exercises and contents well enough to run it with ease. If you do not feel comfortable with a certain exercise, alter it so that it suits you, yet still meets the objectives.

3. Prepare an outline, or notes in the margin, to help you remember important points.

4. Make sure you have all the necessary equipment, pre-pared flip charts, and other materials.

5. Complete the following tasks before the participants arrive:

a) Set up a seating arrangement that best suits the group and number of participants. Avoid using desks and tables. They can get in the way of group movement and interaction. Keep them on the sides of the room in case participants want to use them for writing when they are working on individual or small group tasks.

```
       X   X                        X X X X X
     X       X                      X X X X X
    X         X                     X X X X X
   X           X                    X X X X X
   X.          X
   X           X
```
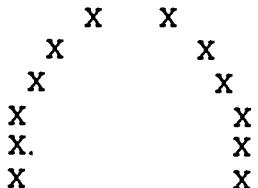
Horseshoe Style   Theatre Style

```
       X   X   X                        XX
     X           X                   XX      XX
    X             X
                                     XX      XX
   X               X
                                   XX          XX
   X               X
                                   XX          XX
     X           X
       X   X   X                   XX          XX
```
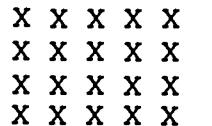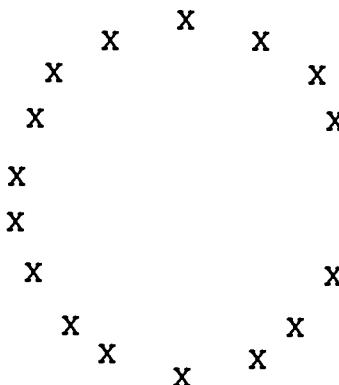
Circle   Double Horseshoe

b) Put the newsprint stands or chalkboard in a place
where everyone can see them and where you can
comfortably use them.

c) Hang your prepared newsprint on the stand,
covered by sheets of blank paper, or hang the
newsprint on the walls folded with the bottom
half covering the top so that they will be
readily available when you need them.

d) Place the exercise sheets and handouts you will
be using in order on a shelf or table so you can
reach them easily when you want to distribute
them.

During each session:

1. To establish a tone of comfort, start each session
with some sort of climate-building opening, be it a
statement of yours, an anecdote, an "ice-breaker"
exercise, or a review of the previous session.

2. Acknowledge everyone's experience and try to
encourage participation. Quiet participants might be
drawn out with questions like: "What has your
experience been?" or "How do you feel about it?"

3. Remember your role as a facilitator. Allow indivi-
duals time to make their points. Your role is to
encourage their learning, not to dominate
discussions.

4. Try to maintain the schedule and time frames as much
as possible. Keep control of what is happening and
be firm, yet not abrupt, if you need to bring people
back onto the subject.

5. Make sure your co-trainers or host country resource
people understand their roles and what you expect of
them so they can respond as needs arise.

VII. TRAINING TECHNIQUES

The following paragraphs describe some of the training
techniques required in the sessions. Read them as an
introduction and refer to them later as you study how to
run the respective exercises.

1. STRUCTURED EXPERIENCE. Almost all of the activities
   in the manual are structured exercises. A structured
   exercise is an experiential learning activity that is
   designed to achieve a certain purpose. Based on the
   theory that individuals learn most effectively by
   doing, structured exercises are designed to allow the
   learner to participate in an activity. You, as
   trainer, may help facilitate the learning, but the
   participant must learn for him/herself. This method
   is based on the premise that guided experience (the
   structured exercise you will facilitate) is the best
   teacher. After a structured exercise, you, as
   trainer, must allow enough time for the "processing"
   stage, in which you help them discover what they have
   learned so that they are sure to share, integrate,
   and apply what they have learned to their daily
   lives.

2. PROCESSING is the technique you will use to help par-
   ticipants make generalizations, discuss what they
   have learned, and state how the learnings can be used
   in their respective work, community, or home
   situations. The learning in each session is designed
   to take place in the following sequence:

   1. Introduction or information is provided.

   2. Participatory activity (structured exercise)
      takes place.

   3. Processing is done.

   It is important that the processing stage never be
   deleted. Every exercise provides you with basic pro-
   cessing questions you can use. Your role is to ask
   questions, carefully listen to the responses, and
   help people come to conclusions about what they have
   learned.

   Besides using the questions with which you are pro-
   vided, you can also ask participants:

   - What have they learned?

   - What have they discovered?

   - What have they noticed?

   - What have they realized?

- How can they use this information/knowledge in their work place or community?

When responding to such questions, ask participants to respond with "I learned," "I discovered," etc. The key in processing is to ask open-ended questions that make people think about their responses, instead of answering with a simple "yes" or "no."

3. LECTURETTE. A lecturette is a brief, carefully prepared oral presentation of information which you offer for the purpose of having others understand the information or to motivate or influence the attitudes of the listeners. Sometimes your opening statement, explaining what the group will be doing during the session, or the explanation of the topic, is done in lecturette form.

4. GROUP DISCUSSION is a conversation and deliberation about a topic among two or more participants under the guidance of a trainer. It is a time for the individual participant to share his/her ideas and experiences with others.

    Because two of the purposes of the manual are to help participants share information and give them the opportunity to jointly design strategies, you will see group discussion used often as a technique. It is useful for involving the entire group, and pooling the abilities, knowledge, and experience of all to reach a common understanding, conclusion, or strategy.

    When you are leading a large group discussion with all the participants, it is your responsibility to keep it going, to ask the questions, and to keep participants on track. Each time an exercise necessitates processing with the entire group, you are given questions to use. You should try to establish and maintain an atmosphere in which participants feel they can comfortably disagree, try out new ideas, discuss their own experiences, and propose conclusions, solutions, and strategies.

    There are many cases of small group discussions where groups of only four through seven work on a task. In this case, your responsibility is to make the instructions clear and let the groups work on their own.

A natural leader will usually emerge in each group. However, you and other co-trainers can "float" from group to group to make sure the assignment is being done correctly. At the end of the small group discussion, the conclusions or ideas from each group are usually reported to the large group.

5. ROLE PLAYING is a training technique in which participants act out a situation without a script in front of the rest of the group. In order to decide what they will say and do in the role play, participants are given a situation described in detail and assigned a role to play. Role players and observers are aware of the general situation, but individual role players may be the only ones aware of the intricacies of their respective roles. The intricacies are either told to the role players individually, or written on a slip of paper for each role player. After the role play is completed, it is discussed by the entire group.

Role playing can be used to examine delicate problems, to explore solutions, and to provide insights into attitudes differing from those of participants.

Sometimes participants are too self-conscious to role play. Others tend to "overact." Allow people to volunteer for roles, never assign or appoint them to roles. In briefing the role players, tell them to try to stay close to the role and to act it out as realistically as possible. To "put them in role," put a name tag on them that shows who they are playing.

When people have finished role playing, it is important to de-role them and to <u>tell them they are no longer in role</u> before discussing the role play. "De-roling" can be done by asking the players to move out of their seats or situations, and removing any role name tag. Tell them clearly the role play is over and they are to go back to being themselves.

6. BRAINSTORMING involves asking the group to generate ideas, words, or phrases about a given topic. Spontaneous thinking is encouraged, and as the participants offer their ideas rapidly and spontaneously, you will often write them on a flip chart. No idea is dismissed or criticized, for the purpose

- 14 -

is to obtain as many ideas as possible and to stimulate thinking and participation.

7. PARAPHRASING is restating in your own words or behavior what another person's statement means to you, followed by his/her agreement that you succeeded in grasping the meaning. This helps that person clarify what s/he said and indicates your understanding of what s/he said. Too often people add to what others say without being really clear that they understand what was meant.

    An example of paraphrasing:

    Participant: "I find this training is terrible!"

    Trainer: "Oh, you really don't like these activities."

    Participant: "No, I like these activities, I just find it uncomfortable remembering how I once acted in an organization."

    Trainer: "You like the training, even though you feel uncomfortable about parts of it."

    Participant: "Yes."

VIII. ASSESSMENT

It is important for you to be aware of how well you are doing in your role, to continually survey the progress of your sessions, and to remain aware of the attitudes, needs, and interests of your participants. Although you already have so many time-consuming responsibilities inherent in your role, you often must expend additional energy to seek feedback from the participants on how they perceive the training they are receiving. The Session Assessment Form is a sample tool you can use to help you obtain this feedback. You may want to alter it to suit your needs by changing the questions to get information you specifically need or want. At the end of each session you want to evaluate, ask the participants to spend 5 to 10 minutes and fill out the form. From the responses you get you will be able to determine which methods are working and/or what needs to be changed for the next day or next workshop. Stress to the participants that they do not have to sign their names.

- 15 -

S E S S I O N   A S S E S S M E N T

PLEASE RATE THE SESSION USING THE SCALES
PROVIDED AND ADD ANY COMMENTS.

1. Clarity of the objectives of the day's sessions.

```
1      2      3      4      5      6      7      8      9
Unclear                                              Very Clear
```
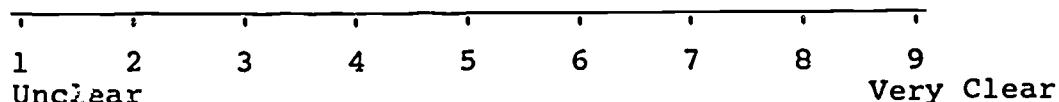
Because_____

_____

2. Achievement of objectives.

```
1      2      3      4      5      6      7      8      9
Very poor                                            Well done
```
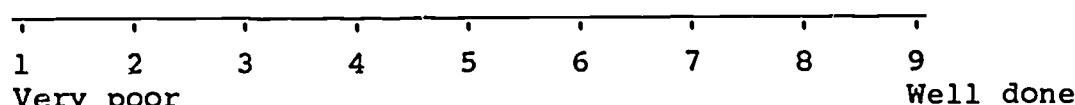
Because_____

_____

3. Effectiveness of lead trainer.

```
1      2      3      4      5      6      7      8      9
Very poor                                            Excellent
```
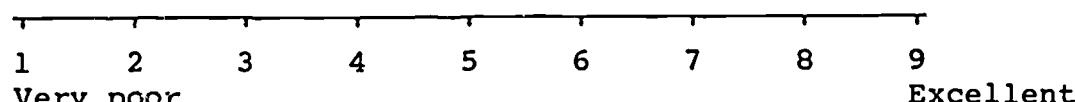
Because_____

_____

4. Effectiveness of methods used.

```
1      2      3      4      5      6      7      8      9
Ineffective                                          Very effective
```
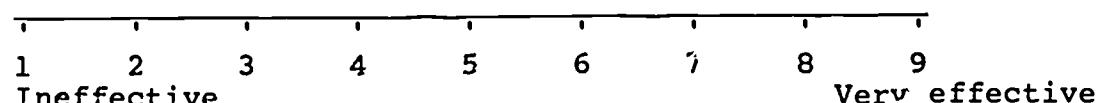
Because_____

_____

5. Usefulness of exercise sheets and handouts.

```
 1    2    3    4    5    6    7    8    9
Not useful                              Very useful
```

Because_____

_____

6. Usefulness of the day's sessions to help you in your work-place or community.

```
 1    2    3    4    5    6    7    8    9
Largely                              Highly
irrelevant                           useful
to my work                           for my work
& life as a                          & life as a
Peace Corps                          Peace Corps
Volunteer                            Volunteer
```

Because_____

_____

7. In the space below, write any comments or criticism you would like to give the staff as individuals or as a group.

_____
_____
_____

8. What could have made these sessions more worthwhile for you in relation to the job you have in your workplace and/or community?

_____
_____
_____

9. What specific sessions or activities did you find most helpful to you in your work and life?

_____
_____
_____

27

IX. GLOSSARY OF TRAINING TERMS

Each time a new training term is used in the manual, it
will be highlighted with the symbol * to remind you to
refer to this glossary.

BREAK INTO GROUPS - A large group divides into several
small groups or pairs.

BRIDGE - The statement the trainer makes that ties
sessions together. That is, a reference in a current
session that shows how it is related to the prior
session.

CO-TRAINER OR CO-FACILITATOR - An individual who assists
the trainer in any capacity.

DE-ROLE - When participants have finished role playing,
the trainer de-roles them by telling them they are no
longer in role. It provides them with the opportunity to
leave the character they have been playing and return to
being themselves. De-roling can be done by telling the
role players that they are no longer in role, asking them
to change seats, or removing the name tag they wore in
role.

FLIP CHART - A large (e.g., 27" x 34") piece of newsprint
that the trainer has prepared as a chart illustrative of
a point s/he wants to make.

GENERATE - To come up with original responses. Often,
the group will generate a list of words, issues, answers,
etc.

GENERIC - A generic skill is one that is not specific to
one particular area. For instance, information gathering
is a generic skill that can be used by all Volunteers in
all sectors to gather all kinds of information.

GOAL - A statement of the general learning outcome or
topics to be covered.

GROUP PROCESS - The complex forces which cause persons in
a group to behave the way they do. Group process is con-
cerned with "how" people work in groups, given certain
conditions and certain human behaviors. Content or task
focuses on "what" people do; it is not concerned with
moral issues of how people ought to behave.

HANDOUT - A supporting document the trainer gives participants that offers additional information on a subject introduced during the session.

ICE-BREAKER - An opening exercise that is used to motivate the group and establish a comfortable atmosphere for learning.

INTERVENTION - An interruption of an ongoing activity that influences the direction, content, behavior, or affect in a group.

LEAD TRAINER - Person who assumes most of the responsibility for the implementation of the workshop.

LEARNINGS - Points or aspects of items participants learn from an experience or session.

LIKE GROUPS - Groups that are made up of participants with similar backgrounds. For instance, one type of like-grouping would place all agriculture participants in one group, health participants in another, education participants in another, etc.

NEWSPRINT - The large pieces of paper that usually come bound in large cardboard pads (called newsprint because newspapers use it for publishing their papers). Also, see flip chart.

NON-FORMAL EDUCATION - An approach that uses non-traditional techniques not typically used in the classroom. Adults often are involved in non-formal training.

OBJECTIVE - A statement of learning outcome in terms which specify an observable behavior, an accepted standard of achievement, and the conditions under which the behavior is to take place.

PARTICIPANT (Learner) - The person for whom the training activity is created and presented.

PREVIEW - When a trainer previews a session s/he tells the participants a little about the session, perhaps the goals or a specific segment such as a field trip. The purpose of previewing a session is to raise participants' interest in that upcoming session.

PROMPT - To help participants with a response if they are having difficulties. A trainer might prompt (or give

cues to) participants by offering sample responses, words, or topics.

REALITY TEST - To share a strategy with someone else and get his/her reaction to how feasible the plan would be in the given situation.

REFLECT - To think about something, to contemplate something.

REPORT OUT - The report on progress or results that one small group gives the rest of the groups after completing an exercise, solving a problem, or planning a strategy.

RESOURCE PERSON - (a) An individual who attends the session to act as a resource about a specific topic(s), or (b) a person with whom you discuss a specific topic before the session in order to get country/culture specific information. In this context, resource people are host country individuals with staff, language and cultural trainers, community representatives, etc.

ROUNDS - A structure in which participants rotate in taking turns.

SAME-SEX GROUPS - Groups composed of all males, or all females.

TASK - The assignment the trainer gives the participants to complete, whether individually, in small groups, in triads, or in dyads.

TRIAD - A group of three people.

WORKING DEFINITION - A definition which is used just to have "someplace to start," and that can be changed at any time.

EXPERIENTIAL LEARNING

Experiential learning is based on the premise that people learn
more effectively by "doing" rather than "seeing" or "hearing".
Experiential learning, therefore, uses techniques that actively
involve the learner in structured experiences that help him/her
to acquire new knowledge and skills. Unlike more traditional
types of classroom education where the teacher is the focal
point, experiential learning focuses more on the learner's
experiences. Instead of having the learner see a demonstration
or hear a lecture and then leave the learning situation, struc-
tured experiences are used to involve the person more in
his/her own learning to make it more relevant. This is done by
seeing that the learner experiences various phases. For
instance, typical phases are:

1.   Information is presented or a situation is
     experienced.

2.   Learners discuss what they have learned or gained.

3.   A forum is provided for learners to judge how they
     can/will use this information when they leave the
     learning situation.

4.   Practice may (of time allows) be given to provide
     learners with the opportunity to practice new skills
     before leaving learning situation.

The types of techniques that may be used to facilitate the
above steps are lecturettes, role plays, case studies, panels,
simulations, skits, small group discussions and problem
solving, to name a few. There is always a processing stage
where learners are encouraged to reflect upon, analyze, eva-
luate and discuss their learnings and applicability of these
learnings to their real situations.

Some of the structured experiences that are used in experien-
tial learning allow the learner to:

   -   experience situations similar or analogous to those
       which might be encountered in the situations where the
       learnings will be applied (work, school, community)

   -   identify and analyze problems

- explore alternative solutions to these problems and the probable consequences

- examine real feelings and reactions in the various problems and situations presented

- examine personal values, beliefs, attitudes, assumptions and expectations and the problems these might be creating

- generalize from the training learning experience to the job, school or community

- identify the kinds of information needed to solve new problems or skills needed to be effective

- identify and learn to make use of available resources to meet needs

These examples demonstrate that experiential learning provides the opportunity for the learner to acquire new skills and practice these skills in a laboratory, a safe environment, before trying them out in the "real world."

The method assumes that the learner is able to accept the major responsibility for his/her own learning, and will, if given the opportunity, establish personal learning goals. It promotes "learning how to learn" from experience. It is what we do all our lives outside the classroom.

Because many people are much more familiar and comfortable with the traditional modes of memorizing from lectures and reading assignments, completing assignments and taking tests assigned by the instructor, experiential learning may be awkward at first. It requires more effort, more participation, more investment and more responsibility. It also produces more relevant learning that people often retain and use more than didactic methods allow.

In the experiential approach, the trainer serves primarily as a facilitator, catalyst or resource. He/she has the responsibility to structure the training to follow the appropriate sequence and process to help learners analyze what has happened and to draw conclusions. The responsibility for the learning, however, is for the learners themselves.

Some of the other differences between experiential learning and traditional didactic learning are:

Traditional	Experiential
1. Teacher decides on objectives. They may be more implicit than explicit and may or may not be communicated to the learners.	1. Trainer and learner decide on objectives, using provisional objectives established by trainer as base.
2. Teacher conducts demonstration or lecture. Learners observe.	2. Learners identify and make use of available resources (including other learners) to obtain information they need to solve problems.
3. Trainer assigns practical exercises or problems. Learners complete the assignment.	3. Learners explore alternative solutions to problems.
4. Teacher prepares test for knowledge and understanding. Learners take the test.	4. Trainers and learners examine possible consequences and evaluate relative effectiveness of various solutions.
5. Teacher evaluates learner's performance.	5. Learners reflect on, evaluate and conceptualize the total experience.

In summary, the experiential approach makes primary use of inductive discovery and critical thinking modes of learning rather than the classical modes of presenting rules or principles, giving examples or illustrations, assigning one-right-answer-type exercises or problems, and testing for retention, the modes typical of the traditional system.

Adapted from staff training material from P.C. Latin America Region, 1977

FROM FREEDOM TO LEARN

by Carl Rogers

Though it may be considered unseemly for me to say so, I like this chapter very much, because it expresses some of the deepest convictions I hold regarding those who work in the educational field. The essence of it was first presented as a lecture at Harvard University, but that essence has been revised and enlarged for this book.

I wish to begin this chapter with a statement which may seem surprising to some and perhaps offensive to others, it is simply this: Teaching, in my estimation, is a vastly overrated function.

Having made such a statement, I scurry to the dictionary to see if I really mean what I say. Teaching means "to instruct." Personally I am not much interested in instructing another in what he should know or think. "To impart knowledge or skill..." My reaction is, why not be more efficient, using a book or programmed learning? "To make to know." Here my hackles rise. I have no wish to make anyone know something. "To show, guide, direct." As I see it, too many people have been shown, guided, directed. So I come to the conclusion that I do mean what I said. Teaching is, for me, a relatively unimportant and vastly overvalued activity.

But there is more in my attitude than this. I have a negative reaction to teaching. Why? I think it is because it raises all the wrong questions. As soon as we focus on teaching the question arises, what shall we teach? What, from our superior vantage point, does the other person need to know? I wonder if, in this modern world, we are justified in the presumption that we are wise about the future and the young are foolish. Are we really sure as to what they should know? Then there is the ridiculous question of coverage. What shall the course cover? This notion of coverage is based on the assumption that what is taught is what is learned; what is presented is what is assimilated. I know of no assumption so obviously untrue. One does not need research to provide evidence that this is false. One needs only to talk with a few students.

But I ask myself, "Am I so prejudiced against teaching that I find no situation in which it is worthwhile?" I immediately think of my experiences in Australia, not so long ago. I became much interested in the aborigine. Here is a group which for more than 20,000 years has managed to live and exist in a

desolate environment in which modern man would perish within a
few days. The secret of the aborigine's survival has been
teaching. He has passed on to the young every shred of
knowledge about how to find water, about how to trace game,
about how to kill the kangaroo, about how to find his way
through the trackless desert. Such knowledge is conveyed to
the young as being the way to behave, and any innovation is
frowned upon. It is clear that teaching has provided him the
way to survive in a hostile and relatively unchanging environ-
ment.

Now I am closer to the nub of the question which excites me.
Teaching and the imparting of knowledge make sense in an
unchanging environment. This is why it has been an
unquestioned function for centuries. But if there is one truth
about modern man, it is that he lives in an environment which
is continually changing. The one thing I can be sure of is
that the physics which is taught to the present day student
will be outdated in a decade. The teaching in psychology will
certainly be out of date in 20 years. The so-called "facts of
history" depend very largely upon the current mood and temper
of the culture. Chemistry, biology, genetics, sociology, are
in such flux that a firm statement made today will almost cer-
tainly be modified by the time the student gets around to using
the knowledge.

We are, in my view, faced with an entirely new situation in
education where the goal of education, if we are to survive, is
the facilitation of change and learning. The only man who is
educated is the man who has learned how to learn; the man who
has learned to adapt to change; the man who has realized that
no knowledge is secure, that only the process of seeking
knowledge gives a basis for security. Changingness, a reliance
on process rather than upon static knowledge, is the only thing
that makes sense as a goal for education in the modern world.

So now with some relief I turn to an activity, a purpose, which
really warms me--the facilitation of learning. When I have
been able to transform a group--and here I mean all of the mem-
bers of a group, myself included--into a community of learners,
then the excitement has been almost beyond belief. To free
curiosity: to permit individuals to go charging off in new
directions dictated by their own interests; to unleash the
sense of inquiry; to open everything to questioning and
exploration; to recognize that everything is in process of
change--here is an experience I can never forget. I cannot
always achieve it in groups with which I am associated but when
it is partially or largely achieved then it becomes a never-to-
be-forgotten group experience. Out of such a context arise

true students, real learners, creative scientists and scholars and practitioners, the kind of individuals who live in a delicate but ever changing balance between what is presently known and the flowing, moving, altering problems and facts of the future.

Here then is a goal to which I can give myself wholeheartedly. I see the facilitation of learning as the aim of education, the way in which we might develop the learning man, the way in which we can learn to live as individuals in process. I see the facilitation of learning as the function which may hold constructive, tentative, changing, process answers to some of the deepest perplexities which beset man today.

But do we know how to achieve this new goal in education, or is it a will-o'-the-wisp which sometimes occurs, sometimes fails to occur, and thus offers little real hope? My answer is that we possess a very considerable knowledge of the conditions which encourage self-initiated, significant, experiential, "gut-level" learning by the whole person. We do not frequently see these conditions put into effect because they mean a real revolution in our approach to education and revolutions are not for the timid. But we do, as we have seen in the preceding chapters, find examples of this revolution in action.

We know--and I will briefly describe some of the evidence--that the initiation of such learning rests not upon the teaching skills of the leader, not upon his scholarly knowledge of the field, not upon his curricular planning, not upon his use of audiovisual aids, not upon the programmed learning he utilizes, not upon his lectures and presentations, not upon an abundance of books, though each of these might at one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner.

We came upon such findings first in the field of psychotherapy, but increasingly there is evidence which shows that these finds apply in the classroom as well. We find it easier to think that the intensive relationship between therapist and client might possess these qualities, but we are also finding that they may exist in the countless interpersonal interactions (as many as 1,000 per day, as Jackson [1966] has shown) between the teacher and her pupils.

QUALITIES WHICH FACILITATE LEARNING

What are these qualities, these attitudes, which facilitate learning? Let me describe them very briefly, drawing illustrations from the teaching field.

Realness in the Facilitator of Learning

Perhaps the most basic of these essential attitudes is realness or genuineness. When the facilitator is a real person, being what he is, entering into a relationship with the learner without presenting a front or facade, he is much more likely to be effective. This means that the feelings which he is experiencing are available to him, available to his awareness, that he is able to live these feelings, be them, and able to communicate them if appropriate. It means that he comes into a direct personal encounter with the learner, meeting him on a person-to-person basis. It means that he is being himself, not denying himself.

Seen from this point of view it is suggested that the teacher can be a real person in his relationship ith his students. He can be enthusiastic, he can be bored, he can be interested in students, he can be angry, he can be sensitive and sympathetic. Because he accepts these feelings as his own he has no need to impose them on his students. He can like or dislike a student product without implying that it is objectively good or bad or that the student is good or bad. He is simply expressing a feeling for the product, a feeling which exists within himself. Thus, he is a person to his students, not a faceless embodiment of a curricular requirement nor a sterile tube through which knowledge is passed from one generation to the next.

It is obvious that this attitudinal set, found to be effective in psychotherapy, is sharply in contrast with the tendency of most teachers to show themselves to their pupils simply as roles. It is quite customary for teachers rather consciously to put on the mask, the role, the facade, of being a teacher, and to wear this facade all day, removing it only when they have left the school at night.

I trust I am making it clear that to be real is not always easy, nor is it achieved all at once, but it is basic to the person who wants to become that revolutionary individual, a facilitator of learning.

Prizing, Acceptance, Trust

There is another attitude which stands out in those who are successful in facilitating learning. I have observed this attitude. I have experienced it. Yet, it is hard to know what term to put to it so I shall use several. I think of it a prizing the learner, prizing his feelings, his opinions, his person. It is caring for the learner, but a non-possessive caring. It is an acceptance of this other individual as a separate person, having worth in his own right. It is a basic trust--a belief that this other person is somehow fundamentally trustworthy. Whether we call it prizing, acceptance, trust, or by some other term, it shows up in a variety of observable ways. The facilitator who has a considerable degree of this attitude can be fully acceptant of the fear and hesitation of the student as he approaches a new problem as well as acceptant of the pupil's satisfaction in achievement. Such a teacher can accept the student's occasional apathy, his erratic desires to explore by-roads of knowledge, as well as his disciplined efforts to achieve major goals. He can accept personal feelings which both disturb and promote learning--rivalry with a sibling, hatred of authority, concern about personal adequacy. What we are describing is a prizing of the learner as an imperfect human being with many feelings, many potentialities. The facilitator's prizing or acceptance of the learner is an operational expression of his essential confidence and trust in the capacity of the human organism.

A further element which establishes a climate for self-initiated, experiential learning is empathetic understanding. When the teacher has the ability to understand the student's reactions from the inside, has a sensative awareness of the way the process of education and learning seems to the student, then again the likelihood of significant learning is increased.

This kind of understanding is sharply different from the usual evaluative understanding, which follows the patterns of, "I understand what is wrong with you." When there is a sensitive empathy, however, the reaction in the learner follows something of this pattern: "At least someone understands how it feels and seems to be me without wanting to analyze me or judge me. Now I can blossom and grow and learn."

This attitude of standing in the other's shoes, in viewing the world through the student's eyes, is almost unheard of in the classroom. One could listen to thousands of ordinary classroom interactions without coming across one instance of clearly communicated, sensitively accurate, empathetic understanding. But it has a tremendously releasing effect when it occurs.

If any one teacher set himself the task of endeavoring to make
one non-evaluative, acceptant, empathi_ response per day to a
student's demonstrated or verbalized feeling, I believe he
would discover the potency of this currently almost non-
existent kind of understanding.

_____

1/ Source - From the Field, World Education, Inc., New York,

It is a revised version of a presentation first published in
Humanizing Education, ed. R. Leeper, ASCD, NEA, 1967.
Copyright by the Association for Supervision and Curriculum
Development, NEA. Freedom to Learn, Carl Rogers. Charles
Merrill Co. 1969, pg. 103-112.

THE EFFECTIVE TRAINER

The following are some suggested general characteristics of
effective trainers. For a person considering taking the
trainer role, this list of characteristics can be treated as
guideposts for planning. The more intensive or formal the
program is, the more importance these guidelines assume. They
are listed in approximate order of priority.

1. <u>Openness to change</u>. Because the trainer role is not
simple, and requires "sensitive use of the self," the prospec-
tive trainer must be willing to look at him/herself, question
things he/she does and has always taken for granted. The per-
son whose views of him/herself are unchangeable will have con-
siderable difficulty in working as a trainer.

2. <u>Reasonable "comfortableness"</u>. To do a good job as a
trainer, one must be secure enough to try out new things.
Training, like teaching, or any form of human interaction ine-
vitably gets one off base, and into puzzling situations for
which there are no ready made answers. An effective trainer
needs to be comfortable with him/herself as a person, be com-
fortable with others, and be reasonably able to cope with new
situations without getting upset.

3. <u>Desire to help</u>. The effective trainer needs to have
genuine motivation for helping people learn. The person who
tries out the trainer role only because it is "interesting," or
because the role was assigned by a superior, is unlikely to get
very far before things freeze up or the group become apathetic.
A thoughtful self-appraisal of one's reasons for wishing to try
out the trainer role is strongly suggested.

4. <u>Being seen as helpful</u>. The trainer must be seen by
the members of the training group as being potentially (and
actually) able to help them learn. This seems obvious, but is
easily overlooked. Without acceptance of one's trainership by
group members, little learning is possible.

Most persons markedly lacking in the other characteristics
listed here will also tend to be seen by potential members of
the training group as being unable to provide training
assistance. This boils down to: "Do people in the group think
I am competent to help?"

5. <u>Role flexibility</u>. It helps if the trainer is a per-
son who can do different kinds of things in group situations
without too much difficulty. He/she need not be a super-member

or an unusually skilled individual, but he/she ought to be able to handle him/herself with a minimum of strain in group situations.

6. <u>Sensitivity to groups</u>. A good trainer notices things in group situations. He/she picks up what is going on, can see objectively and accurately what is happening. If he/she has not learned this sensitivity, it will be difficult to help members develop it.

7. <u>Understanding of the training process</u>. A good trainer has a reasonably clear picture of how people can learn in an inductive, experience-centered way.

8. <u>Formal and practical knowledge about groups</u>. It helps if the trainer knows something about group dynamics, and is comfortable with concepts in this area. Background experience with different kinds of groups is also useful.

9. <u>Methodological knowledge</u>. For effectiveness, the trainer needs to be familiar with the teaching method being used.

Again, these are open-end criteria. Even an accomplished trainer could show improvement on all of them. The person who is experimenting with the trainer role for the first time can use these criteria as guideposts to evaluate and improve his/her performance as he/she proceeds. Three qualities to always strive for, however, as an effective trainer are:

- <u>Genuineness</u>: A effective trainer is non-phony, nondefensive, authentic and natural in his/her encounters with learners and other trainers.

- <u>Warmth</u>: An effective trainer is able to provide a non-threatening, safe, trusting or secure atmosphere through his/her own acceptance, positive regard, valuing and acceptance of others.

- <u>Understanding</u>: An effective trainer is able to understand, "be with," "grasp the meaning of" or have a high degree of empathy with the learners.

Adapted from staff training material used by Peace Corps Latin America Region, Washington, D.C. 1977. Original source of some information, <u>Learning to Work in Groups</u> by Matthew B. Miles, Columbia, 1959.

DISCUSSION GROUP LEADERSHIP

The best discussions take place when everyone in the group
assumes responsibility for group maintenance (that is, helping
the group move toward the goal for its discussion activity).

What are some of the characteristics of effective discussion
leadership? What are some of the things you should do and be
alert to if you are to fulfill your responsibility to the
group, whether or not you are designated as the leader?

1. The smaller the group the more the interaction.
   Groups over 10 create barriers to full participation.
   Some people talk whether the group is large or small.
   Others will get involved only in a smaller group.
   The tasks of group maintenance and leadership are
   more difficult as the group gets larger.

2. Be sure everyone is comfortable and can look eye-to-
   eye at everyone else in the group. Naturally, that
   usually means a circle. Whether on chairs or on the
   floor, communication can be facilitated by proximity.

3. Ask questions and listen. That's harder than it
   sounds. The first impulse is to offer one's own opi-
   nions, especially if we have more experience or
   expertise on the subject at hand. However, that can
   stifle expression by others.

4. Make sure everyone is involved. This can usually be
   done by being alert to the silent members and drawing
   them in. Sometimes it may be necessary to ask
   someone to give others a chance or suggest a rule that
   no one can speak twice until everyone else has spoken
   once (or until two others have spoken, or only to ask
   a question or some similar device to encourage full
   participation).

5. Keep the discussion on track. This can often be done
   through questions or playback summaries, e.g., "What
   I've been hearing in this discussion is... Is that how
   it sounds to you?"

6. Avoid sarcasm. This is the temptation of the clever
   and witty, but it can kill discussion or at least
   "knock out" the victim. Save it for your closest
   friends or enemies.

- 32 -

7. Encourage humor. Don't take yourself too seriously
for pompousness and formality smother discussion.
"Up-tight" people can sit for lectures, but they have
to loosen up for a successful discussion. Relax and
enjoy.

8. Remember the problem-solving paradigm: many
discussion subjects (not all) can best be approached
this way--clarify the problem, suggest alternatives,
identify criteria for discussion, and test the alter-
natives against the criteria.

9. Set time limits. Practice has shown that small
groups tend to use whatever time is available, but
move more quickly toward the goal if time is a fac-
tor.

10. Learn to observe process. How a discussion proceeds
and how the group members interact may be more impor-
tant than what is said. Discussion is more relating
and debating.

Adapted from staff training materials used by Peace Corps Latin
American Region, Washington, D.C.

WHAT TO OBSERVE IN A GROUP

All of us have spent our lives in groups of various sorts--the family, gang, team, work group, etc., but rarely have we taken the time to stop and observe what was going on in the group or why the members were behaving the way they were. One of our main goals here is to become better observers and better participants.

But what do we look for? What is there to see in a group?

I.   Content vs. Process

When we observe what the group is talking about, we are focusing on the underline content. When we try to observe how the group is handling its communication, i.e., who talks how much or who talks to whom, we are focusing on group process.

Most topics about the back-home situation emphasize the content --"what is good leadership," "how can I motivate my subordinate," "how can we make meetings more effective," and concern issues which are "there and then" in the sense of being abstract, future or past oriented and not involving us directly. In focusing on group process, we are looking at what our group is doing in the "here and now," how it is working in the sense of its present procedures and organization.

In fact, the content of the conversation is often the best clue as to what process issue may be on people's minds, when they find it difficult to confront the issue directly. For example:

	CONTENT	PROCESS
1.	Talking about problems of authority back home may mean......................	that there is a leadership struggle going in the group

2.   Talking about how bad group
     meetings usually are at the
     plant may mean............   that members are dis-
                                         satisfied with the
                                         performance of their
                                         own group

At a simpler level, looking at process really means to
focus on what is going on in the group and trying to
understand it in terms of other things that have gone on
in the group.

II.   Communication

One of the easiest aspects of group process to observe is
the pattern of communication:

1.   Who talks? For how long? How often?

2.   Who do people look at when they talk?

     a.   Single others, possibly potential supporters

     b.   Scanning the group

     c.   No one

3.   Who talks after whom, or who interrupts whom?

4.   What style of communication is used (assertions,
     questions, tone of voice, gestures, etc.)?

The kinds of observations we make give us clues to other
important things which may be going on in the group such
as who leads whom or who influences whom.

III. Task - Maintenance - Self-Oriented Behavior

Behavior in the group can be viewed from the point of
view of what its purpose or function seems to be. When a
member says something, is he/she primarily trying to get
the group task accomplished (task), or is he/she trying
to improve or patch up some relationships among members
(maintenance), or is he/she primarily meeting some per-
sonal need or goal without regard to the group's problems
(self-oriented)?

As the group grows and member needs become integrated with group goals, there will be less self-oriented behavior and more task or maintenance behavior. What kinds of categories can be identified?

Some types of behaviors relevant to the group's fulfillment of its task that you will notice participants manifesting are:

1. Initiating: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.

2. Seeking information or opinions: Requesting facts; seeking relevant information about group concern; Asking for expression of feeling; Requesting a statement or estimate; Soliciting expressions of value; Seeking suggestions and ideas.........................

3. Giving information or opinion: Offering facts; Providing relevant information about group concern; Stating a belief about a matter before the group; Giving suggestions and ideas.........................

4. Clarifying and elaborating: Interpreting ideas or suggestions; Clearing up confusions; Defining terms; Indicating alternatives and issues before the group..

5. Summarizing: Pulling together related ideas; Restating suggestions after the group had discussed them; Offering a decision or conclusion for the group to accept or reject..................................

6. Consensus testing: Asking to see if group is nearing a decision; Sending up trial balloon to test a possible conclusion................................

Some types of behavior relevant to the group's remaining in good working order, having a good climate for task work, and good relationships which permit maximum use of member resources, i.e., group maintenance that you will see participants manifesting are:

1. Harmonizing: Attempting to reconcile disagreements; Reducing tension; Getting people to explore differences.......................................

2   Gate keeping: Helping to keep communication channels
    open; Facilitating the participation of others;
    Suggesting procedures that permit sharing remarks.

3. Encouraging: Being friendly, warm, and responsive to
    others; Indicating by facial expression or remark the
    acceptance of others' contributions..................

4. Compromising: When own idea or status is involved in
    a conflict, offering a compromise which yields sta-
    tus; Admitting error; Modifying in interest of group
    cohesion or growth.......

5. Standard setting and testing: Testing whether group
    is satisfied with its procedures or suggesting proce-
    dures; Pointing out explicit or implicit norms which
    have been set to make them available for testing....

Every group needs both kinds of behavior and needs to
work out an adequate balance of task and maintenance
activities.

IV. Emotional Issues: Causes of Self-Oriented Emotional
     Behavior

The processes described so far deal with the group's
attempts to work, to solve problems of task and main-
tenance, but there are many forces active in groups which
disturb work, which represent a kind of emotional under-
world or undercurrent in the stream of group life.
These underlying emotional issues produce a variety of
emotional behaviors which interfere with or are destruc-
tive of effective group functioning. They cannot be
ignored or wished away. Rather, they must be recognized,
their causes must be understood and as the group deve-
lops, conditions must be created which permit these same
emotional energies to be channeled in the direction of
group effort.

What are these issues of basic causes?

1. The problem of identity: Who am I in this group?
    Where do I fit in? What kind of behavior is accep-
    table here?

2. The problem of goals and needs: What do I want from
    the group? Can the group goals be made consistent
    with my goals? What have I to offer to the group?

3. The problem of power, control and influence: Who
will control what we do? How much power and
influence do I have?

4. The problem of intimacy: How close will we get to
each other? How personal? How much can we trust
each other and how can we achieve a greater level of
trust?

What kinds of behaviors are produced in response to these
problems?

1. Dependency-counterdependency: Leaning on or
resisting anyone in the group who represents
authority, especially the trainer.

2. Fighting and controlling: Asserting personal domi-
nance, attempting to get own way regardless of
others.

3. Withdrawing: Trying to remove the sources of uncom-
fortable feelings by psychologically leaving the
group.

4. Pairing up: Seeking out one or two supporters and
forming a kind of emotional sub-group in which the
members protect and support each other.

These are not the only kinds of things which can be
observed in a group. What is important to observe will
vary with what the group is doing, the needs and purposes
of the observer and many other factors. The main point,
however, is that improving our skills in observing what
is going on in the group will provide us with important
data for understanding groups and increasing our effec-
tiveness within them.

_____

Adapted from staff training materials used by Peace Corps
Latin American Region, Washington, D.C.

OVERVIEW OF ALL SESSIONS

OVERVIEW OF SESSIONS

Session	Main Purpose(s)	Knowledge/Skills	Total Time	Special Notes
Introduction: Comings and Goings	To debrief participants who attended CAST/CREST, and to bridge* CAST/CREST and PST; to introduce PST schedule	What was learned in CAST/CREST	1 hr 15 min	Only for participants who attended CAST/CREST
1: Perspectives on development	To define development; introduce concept of self-reliance; to discuss and compare personal assumptions about development; to hear host country perspectives on development	-Definitions of development -Self reliance as a development approach -Ability to verbalize, critique own assumptions about development -Ability to conceptualize development in US and abroad	2 hr 15 min + 15-min break	-Two different opening statements for participants who attended CAST/CREST and those who did not -Have participants complete phase I of the skills Inventory workbook
2: Dynamics of development	To identify causes of development problems and to examine how they are interrelated	-How development problems are related; how potential solutions to one problem could lead to other problems; that problems and solutions affect men, women, children, and the elderly differently -Ability to analyze development problems and discuss relationships	Alternative 1: 2 hr 15 min + 15-min break Alternative 2: 1 hr 40 min	Alternative 1 uses film, "Maragoli"; Alternative 2 uses written case study provided in manual

* See Glossary.

50   51

Session	Main Purpose(s)	Knowledge/Skills	Total Time	Special Notes
3: Facilitating development: the role of the volunteer	To examine development process at three levels (national, community, and individual) and to determine at which levels PCVs can have impact; to identify obstacles hindering participation of H.C. men and women at each level	-Levels of development -Ability to identify development obstacles -Ability to develop strategies on how PCVs can have impact	2 hr 45 min + 15-min break	None
4: Non-formal Education as a Development Tool	To define adult education in a non-formal vs. formal setting and to develop criteria for effective adult learning; to practice skills in designing non-formal education activities	-Volunteers transfer skills to H.C. people who can continue, complete, and replicate projects. This tranference of skills is usually done on a day-to-day, informal basis -Contrast traditional vs. non-formal education -To use actual non-formal education techniques to transfer skills and knowledge	Phase 1 - 1 hr 30 min Phase 2 - time to prepare presentation Phase 3 - 1 hr 40 min	The session is in three phases and can take place over 2-3 days. Participants need sufficient time to prepare non-formal education sessions to present to each other.
5: Working With Others	To examine participant's styles of working with others; to discuss adjustments necessary given the host country culture	-Knowledge of how to promote self-sufficiency	1 hr 45 min	Alternative 1 is for participants who attended CAST/CREST; Alternative 2 is for those who did not - participants should complete inventory before session.

OVERVIEW OF SESSIONS (cont.)

Session	Main Purpose(s)	Knowledge/Skills	Total Time	Special Notes

6: Problem Solving	To examine and practice an approach to problem solving that PCVs can apply in varying situations from decisions about development projects to everyday personal issues	-How to solve problems
		-Approaches to
		  * problem definition
		  * problem analysis
		  * developing alternative solutions
		  * designing strategies
		  * implementing and evaluating solution
			2 hr 25 min
			+ 15-min break
				None

7: Information as a development tool Part I: basic skills for informal interviewing	To provide participants with basic informal interviewing skills	-Awareness of non-verbal behavior -Formulating questions -Listener responses and probes	1 hr 45 min	-For Part II participants should have enough proficiency in the local language to conduct informal interviews in a field trip.
Part II: strengthening information gathering skills	To introduce the concept of filtering information; to provide a system for gathering information in a development context; to practice on a field trip.	-Awareness of how filters bias information -Ability to collect and filter information	Alternative 1 - 1 hr 5 min + field trip; Alternative 2 - 2 hr 10 min	-In Part II, Alternative 1 is for participants who have attended CAST/CREST; Alternative 2 is for those who have not. -After the session, have participants complete phase II of the skills inventory workbook.

41

54

55

OVERVIEW OF SESSIONS (cont.)

Session	Main Purpose(s)	Knowledge/Skills	Total Time	Special Notes
8: Community Analysis	To provide participants with a method for analyzing any community	—Ability to analyze a community and to be sensitive to cultural norms	1 hr 45 min	None
9: Community Leadership	To define leadership qualities; to examine how PCVs can identify the different types of formal and informal community leaders and appropriately enlist their skills	—Ability to identify what roles different types of leaders could play in helping meet community needs	1 hr 10 min	None
10: Project Development Project planning and management	To improve planning skills and develop planning strategies; to develop effective teamwork skills To practice basic management techniques	—Knowledge of the differences between pro-active and reactive planning —Ability to develop goals, objects, and management plans for a project —Scheduling —Resource management —Contingency planning —Role clarification	2 hr 50 min + 15-min break	None

- 42 -

56

57

Session	Main Purpose(s)	Knowledge/Skills	Total Time	Special Notes
11: Responsibilities of a development worker	To provide framework for deciding what role to play in P.C. To allow problem identification strategy building and problem resolution To deal with ambiguity, working within a system, and the need for change	-Identifying pressures and traps in development work -Decision making	2 hr	None
12: Summary of development sessions	To review and highlight what has been learned regarding the role of the Volunteer in development To bring formal closure to development sessions		1 hr 55 min	This session includes an exercise so participants can complete phase III of the skills inventory workbook

43

SESSION OUTLINES

INTRODUCTORY SESSION
FOR PARTICIPANTS WHO ATTENDED CAST/CREST:
"COMINGS AND GOINGS"*

RATIONALE:

Experience of in-country training staffs
has been that individuals who have par-
ticipated in the CAST/CREST process may
enter in-country training with strong
feelings, both positive and negative,
which can have a strong impact on their
reactions to Pre-service Training (PST).
It is, therefore, important to give
trainees the opportunity to deal with
their reactions to CAST/CREST before
actually starting Preservice Training.
You, as trainer, should not feel you
have to defend the CAST/CREST process
or its out comes. Your role here is to
recognize and help the participants talk
about their feelings and reactions to
CAST/CREST as well as what they learned.

This session is intended to help par-
ticipants settle into their new location
by helping them sort out their initial,
intense experiences with the Peace Corps.
You can use the alternate design (after
step 3f) if you want to introduce par-
ticipants to the content and process of
the Preservice Training cycle.

TOTAL TIME: Approximately 1 hour
(alternate design that
introduces PST is approxima-
tely 1 hour 15 minutes)

GOALS:

1. To allow participants to sort out
    their feelings about their initial
    Peace Corps experiences, particularly
    at CAST/CREST.

2. To review what participants learned
    at CAST/CREST.

*   Adapted from session originally
    designed by John Mongeon.

- 45 -

61

3. To provide participants with the opportunity to identify and share their feelings about leaving home and entering a new culture.

If you use alternate design after step 3f to introduce PST, add this goal:

4. To identify participants' expectations of PST and to introduce the PST schedule.

TRAINER PREPARATION:

1. Brief other trainers on their roles in and expected outcomes of the session.

2. Prepare newsprint/blackboard and handouts.

MATERIALS:

- newsprint
- markers
- pencils and paper

PREPARED NEWSPRINT:

- Session goals (step 1b)
- Task for words about leaving home (step 2a)
- Task for group work on CAST/CREST (step 3b)
- For alternate design, list for generating* participant's expectations of PST (step 4a)
- For alternate design, copies of the PST schedule

HANDOUTS:

- Description of Experiential Learning** (step 3f)

  * See Glossary.
 ** Supplement 1A to Guide for Trainer's: Experiential Learning

- 46 -

PROCEDURES:

Opening Statement and Goals

1a. Welcome the participants to the
session. Tell them that this session
is designed for Peace Corps trainees
who attended a CAST/CREST. Explain
that Preservice Training is very
different from CAST/CREST, "but since
CAST/CREST was really your first
training experience, it is important
to discuss it, to share reactions to
what you liked, did not like, and
most important, what you learned."
This information should serve as a
bridge between CAST/CREST and PST.

1b. Present goals on newsprint.

Thoughts on Leaving Home

2a. Remind participants how much has
transpired in the last month/week
since the CAST/CREST -- "saying good-
bye to family and friends, leaving
home, the flight to the host
country, and these first few
days in a new culture."

Ask them to write down words and even
sentences that reflect what their
experience has been like since
CAST/CREST. Use newsprint to explain
the task:

Sample Newsprint

```
┌─────────────────────────────────────┐
│           Task:                      │
│                                      │
│  1.  Write down words/sentences      │
│      that reflect what your          │
│      experiences have been like      │
│      since CAST.                     │
│                                      │
│  2.  How are you feeling about       │
│      Peace Corps at this point?      │
└─────────────────────────────────────┘
```

TRAINER'S NOTE: For CREST, substitute
the following for #1: "Write down
words/sentences that reflect what your
experiences have been like since Peace
Corps acceptance."

3 min

2b. Participants individually work on task.

2c. As they finish writing, let them know that sharing what they have written is purely voluntary. Ask the following questions:

"What have you been experiencing the last month (CAST)/few days (CREST)?"

"What have been the most difficult things? Easiest things?"

"Do people share the same feelings, or has someone experienced things differently?"

Sorting Out the CAST/CREST Experience

1 min

3a. Explain that the next portion of the session is designed to help everyone look at what the effects of the CAST/CREST have been on them and to identify what was learned.

3b. Ask participants to form small groups (5-6 people) and to complete the following task.

Use newsprint to explain the task:

Sample Newsprint

Task
Talk about your CAST/CREST experience, and prepare newsprint on: - what you liked - what you did not like - the most important things you learned Select a reporter

3c. Participants form small groups (5-6
people) and work on task for 15 minu-
tes.

3d. Tell groups to come back together.
As each group to report their
discussion (approximately 3 minutes
per group).

15 min

3e. After all reports have been made, ask
participants the following questions:

"What general themes did you hear in
the reports that were positive?
(What did people like about
CAST/CREST?)"

10 min

"What general themes were on the
negative side? (What did people not
like about CAST/CREST?)"

TRAINER'S NOTE: Remeluber that it is not
up to you as trainer to defend
CAST/CREST. Acknowledge that par-
ticipants' may not always agree with the
process, and that is all right.

"What does it seem were the most
important themes you learned as a
group, and what was most
significant?"

3f. Identify the themes and methodologies
that you know will be carried out in
Preservice Training. Provide
participants with handout on
Experiential Learning, and ask them
to read it when they have time. It
is the basis of adult learning on
which PST is designed.

5 min

Summary and Closure

4a. Summarize by saying that although
they may have liked some things about
CAST/CREST and disliked other things,
they all learned something. Explain
that Preservice Training focuses
indepth on some of the issues that
were introduced at CAST/CREST --

3 min

- 49 -

specifically, development issues on
their role as Volunteers.

4b. Preview* the next session.

4c. Close this session.

OPTIONAL

TRAINER'S NOTE: As an alternate
design, you can also use this session
to find out the participants' expec-
tations of Preservice Training and to
introduce the training schedule to
them. Instead of proceeding with step
3f, do the following:

___ ___ ___ ___ OPTIONAL SECTION ___ ___ ___ ___

4a. Eliminate step 3f above.

10 min

4b. Tell the participants that since
they have already discussed what
they learned in CAST/CREST, you
would like to hear what they expect
and need to learn in Preservice
Training. You can simply ask the
question, "What do you want to get
out of Preservice Training in
order to be prepared for Volunteer
service?"

Ask participants to tell you some
things they want to get out of PST.
As they begin to generate topics,
write them on prepared newsprint:

Sample Newsprint

Skills, knowledge, interests you want to cover in Preservice Training:
1.
2.
3.
4.
5.

*   See Glossary

- 50 -

4c. At this point, compare the par-
    ticipants' list of expectations with
    the PST schedule that has been pre-
    pared for them.

TRAINER'S NOTE: Put the PST schedule on
newsprint or distribute a copy to
everyone. Give them 2-3 minutes to read
it. One drawback to providing a written
schedule, is that many things may change.
Use your own judgment based on your
program.

When participants have finished
reviewing the schedule (ask them to
save their questions until later
since your overview might answer some
of them), read aloud each topic on
the list of things they want to learn
during Preservice Training. Explain
exactly when in the schedule topics
will be covered. If the topic will
not be covered, tell the participants
this and explain why. (Perhaps you
do not have adequate resources, or
there is not enough time.) Try to
help participants find out where they
can get information or help on their
own (perhaps discussions with
language teachers, etc.).

4d. Ask if there are any questions about
    the schedule. Take time to answer.

3 min

Summary and Closure

1 min

5a. Remind participants that they have
    just talked about:

    o their experiences since CAST/CREST
    o their feelings about CAST/CREST
    o expectations and realities of
       Preservice Training

    Tell them that this introduction to
    PST should serve as a starting point
    for many weeks of learning about
    their role as a Volunteer.

5b. Preview the next session.

1 min

5c. Close this session.

1 min

- 51 -

RATIONALE:

Although some Peace Corps trainees may
have a general idea of international
affairs and issues related to development
work, the majority have a limited
knowledge of development and their poten-
tial role as development workers.
CAST/CREST offers the trainees oppor-
tunity to explore the basics of develop-
ment. Preservice Training helps them
look at these development issues and
problems in country-specific terms. The
development sessions examine ways
Volunteers can affect problems, and pro-
vides participants with the skills they
need to work effectively.

In addition, this session reminds par-
ticipants of the development issues they
discussed in CAST/CREST. It serves as a
bridge* to a more in-depth look at Peace
Corps' development approach in the host
country. For participants who have not
attended a CAST/CREST, the session is a
basic introduction to development issues.

TOTAL TIME: Approximately 2 hours plus
            15-minute break

GOALS:

1.   To review concepts and definitions of
     development.

2.   To discuss an approach to development
     which emphasizes self-reliance and
     the involvement of all segments of a
     population.

3.   To hear host country representatives'
     opinions on development and perspec-
     tives on roles Peace Corps Volunteers
     can appropriately play in the deve-
     lopment process.

4.   To allow participants to examine and
     compare their views and assumptions
     about development.

* See Glossary.

TRAINER PREPARATION:

1. Read the entire session and decide
    whether you want to provide a
    brief lecture or a handout in
    step 6a. If you decide to provide
    a lecture, familiarize yourself
    with the handout and prepare a
    lecture covering the following
    points:

    o Goal of Peace Corps approach to
       development/self-reliance

    o International assistances - the
       benefits/drawbacks

    o Who to include in a development
       project

    o Volunteers' Role as facilitator,
       advocate of self-reliance

    o How to check projects to ensure
       they are promoting self-reliance

2. Decide on a definition you will use
    for "development is..." (step 2d).

3. Rely heavily on various host
    country representatives (both male
    and female) in this session for
    their ideas on development issues.
    You will want presentors to pre-
    pare by thinking about brief com-
    ments they will make on specific
    points such as:

    o historical perspective in their
       country

    o self-reliance and the role a
       Volunteer can appropriately play

    o how they define development in
       their country

TRAINER'S NOTE: One approach is to
have different host country represen-
tatives address different topics

instead of asking each one to discuss
every topic.

4. Prepare necessary newsprint/black-
   board and handouts.

MATERIALS:

- newsprint
- markers
- pencils and paper

PREPARED NEWSPRINT:

- Session goals (step 1)
- "Development is..." (step 2a)
- Task* for assumptions (step 4b)
- Task for reading handout (step 6a)

HANDOUTS:

- Development and Self-Reliance
- Individual Skills Inventory

PROCEDURES:

OPTION FOR TRAINEES WHO
HAVE ATTENDED CAST/CREST

Opening Statement and Goals for
Participants Who Have Attended
CAST/CREST

1a. Begin the session by referring to the   5 min
    CAST/CREST and acknowledging what
    they learned. Explain that the
    CAST/CREST is helpful because it pro-
    vides a basic overview of development
    issues and the important roles of the
    Peace Corps Volunteers, such as
    helper, consultant, and problem
    solver. (As you mention these, write
    these three key words on newsprint.)

1b. Read Goals from newsprint.

---

* See Glossary.

5 min

OPTION FOR TRAINEES WHO
HAVE NOT ATTENDED CAST/CREST

1. Opening Statement and Goals for
    Participants Who Have Not Attended
    CAST/CREST

    Begin the session by explaining why
    it is so important that Peace Corps
    Volunteers be aware of development.
    Stress that no matter what job they
    perform (teachers, health workers,
    etc.), they are development
    workers.

    Make the following points:

    a. "Volunteers' work will have an
        impact on individuals and the
        development of the host country.

    b. Being a Peace Corps Volunteer/
        development worker extends
        beyond just doing a job. It
        means being aware of:

        o the development plan of the
           country;

        o the role that you play as a
           Volunteer in that development
           plan;

        o the political and social con-
           sequences of being a North
           American working in the host
           country; and

        o the impact on many segments
           of the population - men,
           women, children, and the
           elderly of a country.

    c. This first session will serve as a
        review and introduction."

Review of Development

2a. Ask the group to think about what they
know or believe about development,
based on CAST/CREST (if they attended
one), past experiences, or what they
have read. Using prepared newsprint,
ask them individually to write down
3-4 words or phrases that complete
the sentence, "Development is...":

2 min

Sample Newsprint

```
Development is...




```

2b. participants work individually,
writing words and phrases.

3 min

2c. Ask for samples of words and phrases
participants used to complete the
sentence. As they respond, write
10-12 of their words/phrases on the
newsprint. Your completed newsprint
may look like:

5 min

Sample Newsprint

```
Development is...

o new technology
o loss of culture
o good
o what the people want
o often imposed
```

5 min

2d. Based on the various words and
phrases participants have chosen to
describe development, ask if there
is someone who can summarize it all
into one sentence that defines
development. Explain that you want
a "working definition"* and that
the group may alter it as the
session progresses. Take time to
let the group decide on its defini-
tion.

Write the definition on newsprint.
Post it along with their list of
words and phrases.

TRAINER'S NOTE: If they have dif-
ficulty in doing this, suggest a defi-
nition such as:

"Development is a process which

helps people by providing skills
and knowledge to improve their
lives in ways they determine
as important and essential;

allows individuals to raise
themselves out of poverty; and

fosters pride and self-confidence."

or use one with which you are com-
fortable.

Development in the United States

3 min

3a. Mention to participants that one
way to start looking more closely
at the concept of development is to
examine some development programs
with which they might be more fami-
liar. Ask them to think of deve-
lopment in the United States and
try to come up with one or two
examples of development that has
occurred there. The example could
be of a historical incident, or
some form of development they have

* See Glossary.

- 58 -

73

witnessed in their own communities.
Explain that they do not have to
think about whether the results of
the development were positive or
negative. They just need to think of
an incident where development was
intended.

TRAINER'S NOTE: If they have difficulty
thinking of examples of development,
remind them of such things as paving
roads between a Native American reser-
vation and a local city; the building of
freeways, bridges, skyscrapers, etc.

After you have taken several responses,
stress that, "It's helpful to start
looking at development in our own
country and then look at it in a deve-
loping country. Focusing on development
in our own country gives us a place to
start."

Give them a minute or so to think about
examples.

3b. Ask if any one has an example. Take
several responses.

Assumptions About Development

4a. Highlight the following as the main
reasons for asking people to think
about development in the United
States are:

    o to remind them that development
       occurs in all countries.

    o to look at development and how our
       values and assumptions can inter-
       fere with our perceptions.

    o to allow them to examine the
       impact of development.

    Emphasize, "In defining development
    and giving examples of development in
    the U.S. as we have done, it is
    obvious we all have opinions/
    assumptions about development. We

5 min

may think it is good or bad, but <u>we
all have assumptions.</u>"

Explain that <u>assumptions are ideas
or theories you have about a sub-
ject that you presume (believe) to
be true.</u> Some examples of assump-
tions people may have about deve-
lopment are:

o   Foreign assistance <u>helps</u> the
    development of Third World
    countries.

o   Foreign assistance <u>hinders</u> the
    development of Third World
    countries.

They are both assumptions.

3 min

4b. Explain that assumptions about
development determine how Peace
Corps Volunteers approach their
roles. "The next step will help
examine and compare some of the
assumptions we bring."

Working in groups of 4-5, explain
that you would like them to think
about their assumptions, and to
compare them. Explain the task
using prepared newsprint.

Sample Newsprint

Choose 3 topics and write your
assumptions:

1. Poverty

2. Your role as a development worker

3. Who should be involved in
   decisions about development

4. The role of women in traditional
   societies

5. Development in a Third World
   country

4c. Break participants into groups of 4-5 to work on task. Tell them to post their assumptions on the wall as they finish; walk around the room and read each other's assumptions.

    15 min

Processing Assumptions

4d. When you finish reviewing the assumptions, ask the following questions of the group:

    10 min

o "What surprised you about some of the responses you heard in this exercise?"

o "What similarities or differences did you see between the various groups?"

o "When discussing these assumptions, what kinds of things did it make you think of in terms of your role as a development worker?"

5a. Break

    15 min

Brief Lecture/Handout

6a. Summarize the points participants made (if they did) that support a development philosophy of self-reliance.

If you choose the lecture method, deliver your lecture covering the points outlined in Trainer Preparation #1, at the beginning of this session.

    LECTURE
    10 min

           - OR -

If you choose to use the handout, explain the following task using prepared newsprint.

    HANDOUT
    10 min

Sample Newsprint

```
┌─────────────────────────────────────┐
│           TASK FOR READING           │
│                                      │
│ 1. Isolate 2-3 development concepts  │
│    you see as important.             │
│                                      │
│ 2. Note questions and comments       │
└─────────────────────────────────────┘
```

Processing Lecture/Handout

LECTURE
5 min

6b. When you have finished the lecture,
    ask if there are any questions.
    Respond to the questions.

                    - OR -

HANDOUT
5-10 min

When participants have completed
reading the handout, ask if there are
any questions. Respond to the
questions.

Then ask:

o "Which concepts did you see as
   important?"

o "What are your initial reactions
   to these concepts?"

6c. Lead a discussion using the
    following questions.

o "Why do you agree or disagree
   with the concept of self-
   reliance?"

15 min

o "How does the concept of self-
   reliance fit into how you per-
   ceive your role as a Peace Corps
   Volunteer?"

o "How can you make sure you are
   planning and implementing your
   projects without excluding some
   segments of the population?"

o "How can you make sure you are
   not creating a dependency
   situation?"

- 62 -

77

o "How will you know if you are
helping increase the self-
reliance of varied segments of
the population?"

6d. Ask various host country represen-   15 min
tatives to state their views about
development in their country, what
they think about self-reliance, and
the most appropriate roles Peace
Corps Volunteers can play. Allow
participants to react. Do not,
however, let this brief overview
extend for too long a period of
time.

TRAINER'S NOTE: It is important for
participants to hear other perspec-
tives, especially those of host country
representatives.

Summary and Closure

7a. Referring to participants' original   5 min
newsprint for "Development is...,"
and their original definition of
development, ask if participants
want to add, subtract, or change
anything on the newsprints based on
new information or perspectives
gained during the session. Allow
them to make changes and to explain
why they are making changes.

Conclude with the question: "Based
on what we have discussed today,
what do you think you need to do
now to learn more about development
in the host country and your role
as a Peace Corps Volunteer in that
development?"

7b. Remind participants that various   2 min
development sessions have been
built into Preservice Training to
help them learn some of the things
they just identified. Go on to
explain that this session was a first
step in:

o reviewing concepts and definitions
of development

- 63 -

78

o looking at personal assumptions on development

Urge participants to seek out more information on their own.

1 min

7c. Preview the next session, and close this one.

8a. If you did not use the handout, "Development and Self-Reliance" as a reading, distribute it now as a reading.

3 min

9a. Distribute the Individual Skills Inventory. Explain it and ask participants to complete phase 1 before the next session.

TRAINER'S NOTE: Review the attached Trainer's sample to ensure your ease and ability to answer participants' questions.

Individual Skills Inventory

This workbook has been designed to 1) help you determine what skills you need as a Peace Corps Volunteer; 2) examine skills you currently possess; 3) look at ways to improve and acquire skills during and after training; and 4) check on your own progress throughout PST.

You will be asked to refer to this workbook three times during PST. Please complete the phases only as you are requested to do so. You will use it espe- cially at the end of training. Please keep this workbook throughout the program.

TRAINER'S NOTE: Distribute the workbook after Session 1. Follow this sequence:

o After Session 1 - ask participants to complete phase I.
o After Session 7 - ask them to complete phase II.
o During Session 12 - ask them to complete phase III (the lesson plan for Session 12 includes it.

Stress that how much they get out of the skills inventory will depend on how much they put into it. It is something for them to keep track of on their own.

80

INDIVIDUAL SKILLS INVENTORY - PHASE I - COMPLETE AFTER SESSION 1

Skills I already have that will assist me as a volunteer in development work	Skills I need to Improve	How I can Improve them	Skills I need to acquire	How I can acquire them

TRAINER'S NOTE: Distribute the Individual skills
Inventory after Session 1.

Urge participants to complete Phase I. Explain
that the space at the bottom (NOTES TO MYSELF) is
for each Individual to take notes over the weeks
about his/her progress in the skills areas. The day
after they complete Phase I, In another session
(It can be development, language, technical, etc.),
ask the following questions:

o What were some of the useful skills you iden-
tified that you already have?

o What are some you need to Improve and acquire?

o How will you go about doing that?

NOTES TO MYSELF:

81

INDIVIDUAL SKILLS INVENTORY - PHASE II - COMPLETE AFTER SESSION 7

Since Phase I, other useful skills I discovered I already have	Skills I identified in Phase I that I have improved	Skills I still need to improve; other skills I have identified that need improvement	How I can improve them	Which skills in Phase I I needed to acquire that I have acquired	Skills I still need to acquire or that I have identified as new skills to acquire	How I can acquire them

TRAINER'S NOTE:
After Session 7, ask participants to complete
Phase II. The following day, ask these questions:

o Which skills have you improved/acquired since
   the beginning of training?

o What skills do you still need to work on?

o How do you plan to work on them?

82

NOTES TO MYSELF:

INDIVIDUAL SKILLS INVENTORY - PHASE III - COMPLETE AS PART OF SESSION 12

PCV TASK: Ratings on how well I currently think I could do this task	Check off tasks which require that I still need to improve/ acquire a skill	Name the skill	My strategy for improving/acquiring this skill after PST	How will I check myself? How will I know when I have acquired this skill?
$\begin{array}{ccccc}\vert & \vert & \vert & \vert & \vert\\ 2 & 3 & 4 & 5\end{array}$ I do not have the skills to do this at all / I have moderate skills for doing this / I have enough skills to do this well	.			
To initially enter a community & establish credibility 1 2 3 4 5		TRAINER'S NOTE: This section is an important part of the last session in the manual, Session 12: Summary of Development Sessions. Refer to the lesson plan which explains how it is to be used in step 4a. If you choose not to conduct Session 12, you can use this section anyway as long as you provide explanation of its purpose: "To identify where everyone is in terms of skills necessary to be a successful PCV; to look for ways of acquiring more skills after PST."	
To sensitively get to know the community 1 2 3 4 5				
To meet community members and make friends 1 2 3 4 5				
To identify and work with appropriate leaders 1 2 3 4 5				
To identify community needs 1 2 3 4 5				

INDIVIDUAL SKILLS INVENTORY - PHASE III - COMPLETE AS PART OF SESSION 12

PCV TASK: Ratings on how well I currently think I could do this task ┼─┼─┼─┼─┼ 2 3 4 5 I do not have the skills to do this at all / I have moderate skills for doing this / I have enough skills to do this well	Check off tasks which require that I still need to improve/ acquire a skill	Name the skill	My strategy for improving/acquiring this skill after PST	How will I check myself? How will I know when I have acquired this skill?
To work toward self-reliance for all segments of the population 1 2 3 4 5				
To evaluate how I am doing as a PCV 1 2 3 4 5				
To take into account the host country perspective on development needs 1 2 3 4 5				
To analyze development problems, causes & consequences ... to see how any project fits in 1 2 3 4 5				

84

INDIVIDUAL SKILLS INVENTORY – PHASE III – COMPLETE AS PART OF SESSION 12

PCV TASK: Ratings on how well I currently think I could do this task ┼──┼──┼──┼──┼ 1 2 3 4 5 'I do not have the skills to do this at all / I have moderate skills for doing this / I have enough skills to do this well	Check off tasks which require that I still need to improve/acquire a skill	Name the skill	My strategy for improving/acquiring this skill after PST	How will I check myself? How will I know when I have acquired this skill?
To realistically assess what my impact can and cannot be as a PCV 1 2 3 4 5				
To use non-formal education techniques to transfer my skills to others 1 2 3 4 5				
To adjust my own style of working so it fits in with the styles and needs of host country people 1 2 3 4 5				
To solve problems, whether they be personal or work related 1 2 3 4 5				

85

INDIVIDUAL SKILLS INVENTORY - PHASE III - COMPLETE AS PART OF SESSION 12

PCV TASK: Ratings on how well I currently think I could do this task	Check off tasks which require that I still need to improve/ acquire a skill	Name the skill	My strategy for improving/acquiring this skill after PST	How will I check myself? How will I know when I have acquired this skill?
1 2 3 4 5 I do not have the skills to do this at all · I have moderate skills for doing this · I have enough skills to do this well				
To plan, design, run, manage and evaluate projects 1 2 3 4 5				
To gather information about work, culture, people, etc. in a culturally appropriate and sensitive fashion 1 2 3 4 5				
Others: 1 2 3 4 5				
1 2 3 4 5		26		
1 2 3 4 5		TRAINER'S NOTE: Identify other tasks you and your staff feel important and list them here. Also ask participants for others		

SESSION 2:   DYNAMICS OF DEVELOPMENT

RATIONALE:

Two important principles that should be
considered in development work are 1)
problems do not exist in isolation, and
2) problems and their possible solutions
often affect men, women, children, and
the elderly in very different ways.

The purpose of this session is to get
participants to begin thinking about
their own upcoming project assignments
within the context of a larger develop-
ment process.   The session provides two
alternative training designs.   Alter-
native 1 uses the movie "Maragoli" as a
case study (for countries which have
access to the film).   Alternative 2 uses
2 written case studies, "Abbe," or
"Coralio" which are provided.   In either
case, the point of this session is to
raise participants' awareness that
because development problems are
related, potential solutions to one
problem could lead to other problems,
and that problems and solutions affect
men, women, children, and the elderly
differently.   One must look at develop-
ment as a total system.

TRAINER'S NOTE: Participants who have
attended a CAST/CREST may have seen the
movie "Maragoli."   However, they would
not have discussed it extensively.   Use
your judgment whether to use it again,
or to use the written case study.

TOTAL TIME: For Alternative 1
                ("Maragoli") approximately 2
                hours 15 minutes plus a
                15-minute break.

                For Alternative 2("Abbe or
                Coralio") approximately 1
                hour 40 minutes.

GOALS:

1. To identify some of the factors that inhibit development and to show how different development problems are interrelated.

2. To demonstrate that the various development problems in a community cannot be viewed in isolation of each other.

3. To discuss the responsibility the Volunteer has in considering the overall picture of related development problems when making decisions about his/her individual assignment and/or project(s).

4. To recognize that problems and their potential solutions often affect men, women, children, and the elderly in very different ways.

TRAINER PREPARATION:

1. Decide whether you will use Alternative 1, the movie "Maragoli," or alternative 2, the written case studies "Abbe or Coralio." For alternative 2, familiarize·yourself with the case study so that you can lead the discussion. "Abbe" and "Coralio" represent two different cultures and development situations, read them both and choose the one most appropriate for your training. For alternative 1 you will need to preview the movie.

2. Brief other trainers on their roles and responsibilities. Ask host country representatives who will assist you in the session at step 8 to be prepared to comment on:

    o   similarities and/or differences in the types of problems in the case study and in the realities in the host country.

o how various development problems
   are related within the host
   country. (For instance, poor
   heating may cause low attendance
   in schools and therefore a lack
   of education.)

o how solutions to problems, while
   benefiting one group, have had
   an adverse effect on another
   gr ۱up. (For example, ox-plow
   farming enables men to increase
   their cash crop acreage, but
   requires that women and girls
   spend more time planting,
   weeding, harvesting and
   processing.)

3. Prepare necessary newsprint.

MATERIALS:

- newsprint
- markers

HANDOUTS:

- Observation Guide (step 2b)
   (optional if you only want
   it on newsprint).

PREPARED NEWSPRINT:

- goals of session (step 1)
- observation guide (step 2b)
- task for small group discussion
   about movie/case study (step 5)

┌─────────────────────────────┐
│ ALTERNATIVE ONE: "MARAGOLI" │
└─────────────────────────────┘

PROCEDURES:

Opening Statement and Goals

1a. Remind participants that in the first   3 min
    session they reviewed development
    definitions and assumptions, as well
    as larger questions about how Peace
    Corps works as a development agency.

"In this session we will be
focusing on 3 major observations:

o development problems do not
   exist as isolated entities, but
   are more like a spider's web —
   they are intricately connected
   within a total system;

o a solution to one problem might
   make other existing problems
   worse or may even lead to new
   problems; and

o problems and their solutions
   often affect men, women,
   children, and the elderly in
   very different ways.

These considerations are especially
important ones for Peace Corps
Volunteers, because you are
strangers to the total system. No
matter what your assignment —
health, agriculture (substitute
with their actual assignments) —
the problem(s) it is designed to
address is connected to a number of
other problems, problems which
might not even seem similar to you
at first. In this session, we will
look at how these development
problems are related."

1b. Read goals from newsprint.

2 min

Introduction to the Movie

2a. Explain that participants will be
     analyzing the development problems
     of a community that is described in
     the movie "Maragoli." Emphasize
     that although the situations in the
     movie might not appear to be
     exactly like the country to which
     the participants are assigned, it
     is a developing country like any
     other. The purpose of the assign-
     ment is to analyze development
     problems that might occur anywhere.

2b. <u>Observation Guide</u>

Tell participants that as they see
the movie they should pretend they
are being assigned to that com-
munity to do the same job they are
actually assigned to in-country.
With this in mind, they should
think about the following
questions, which they will be
expected to answer after becoming
familiar with the case study. Use
prepared newsprint to review the
questions.

<div align="center">Sample Newsprint</div>

```
┌─────────────────────────────────────┐
│          Observation Guide          │
│                                     │
│   Given the movie:                  │
│                                     │
│ 1. What specific problem would you  │
│    work on in your job assignment?  │
│                                     │
│ 2. What are the causes of that      │
│    problem?                         │
│                                     │
│ 3. How does the problem you would   │
│    choose to work on relate to other│
│    problems suggested in the movie  │
│    or that you can imagine?         │
│                                     │
└─────────────────────────────────────┘
```

<u>TRAINER'S NOTE</u>: Instead of having the
Observation Guide on newsprint, you can
also make a copy for each participant
and have them complete their own.

2c. Show the film.   60 min

2d. Ask participants to spend a few minu-   10 min
    tes jotting down their ideas on their
    observation sheets or a separate
    piece of paper.

3a. Break   15 min

<u>Group Discussion of Movie</u>

4a. Ask the group a general question   5 min
    about the movie such as:

"What is your first reaction to the movie?"

- OR -

"What struck you the most about the movie?"

Get 5 or 6 responses.

5 min

5a. In order to delve more deeply into development issues, have participants work in small groups of 5-6 people, mixing the groups so that participants from different program areas are represented in each group (e.g., health, education, agriculture).

Using prepared newsprint, explain that trainees should spend 30 minutes discussing the following questions:

Sample Newsprint

Discuss:
1. What was the problem you focused on in the film?
2. Did the problem appear to affect men and women the same or differently? If differently, in what ways?
3. How was the problem you focused on related to other problem areas? What is the possibility that solutions you generate for your area could cause problems in another area?
4. What does the relationship between problems mean for your work with other Volunteers and other programs in your work site?

30 min

6a. Participants break into small groups and discuss questions.

TRAINER'S NOTE: Host country represen-
tative should walk around listening to
the comments of different groups.

7a. Reconvene the large group and ask the
    following questions:

    "What kinds of problems did you
    focus on in the film?" (Get a
    general idea of the various types
    they chose.) "How were these
    problems related to each other?"

TRAINER'S NOTE: Help participants see
how the problems in one sector are
linked to problems in another sector,
e.g., if children are ill (health) they
cannot attend school (education).

    "How did the problems affect men
    and women differently? How did
    they affect children? How did they
    affect the elderly?"

    "What did you learn about the roles
    of men? About the roles of women?"

    "Given this interrelatedness of
    problems, what will you need to
    keep in mind as you approach your
    own work in the community?"

    "What are some of the things you
    need to learn about development
    problems and processes during the
    rest of your training program?"

TRAINER'S NOTE: If appropriate for
your situation, you can ask the
following question: "What are some
specific ways we can use the com-
munities in which our training is con-
ducted to learn about the issues raised
in this session?"

    Host Country Representative Comment   10 min

8a. Ask host country representatives to
    add any other perspectives on how
    development problems are interre-
    lated in their country, and the
    role of the Volunteer.

- 79 -

93

Summary and Closure

9a. Remind participants that in this
    session they:

    identified the causes of deve-
    lopment problems and how they
    are related;

    began to think about how they
    would approach development
    problems given their job assign-
    ments; and

    discussed some of the tactics
    necessary to see development as a
    whole and not just in terms of
    isolated problems.

    Close with the thought that "keeping
    these ideas in mind can help you as
    you begin to analyze your com-
    munities, work on your jobs, and plan
    development strategies that promote
    self-reliance."

9b. Preview the next session.

9c. Close this session.

ALTERNATIVE TWO:	WRITTEN CASE STUDIES
	-"ABBE" OR "CORALIO"

PROCEDURES:

Opening Statement and Goals   3 min

1a. Remind participants that in the first
    session they reviewed development
    definitions and assumptions, as well
    as larger questions about how Peace
    Corps works as a development agency.

    "In this session we will be focusing
    on 3 major observations:

    o development problems do not exist
       as isolated entities, but are more
       like a spider's web - they are
       intricately connected within a
       total system;

    o a solution to one problem might
       make other existing problems worse
       or may even lead to new problems;
       and

    o problems and their solutions often
       affect men, women, children, and
       the elderly in very different
       ways.

    These considerations are especially
    important ones for Peace Corps
    Volunteers, because you are strangers
    to the total system. No matter what
    your assignment is - health, agri-
    culture (substitute with their actual
    assignments) - the problem(s) it is
    designed to address is connected to a
    number of other problems, problems
    which might not even seem similar to
    you at first. In this session, we
    will look at how these development
    problems are related."

1b. Read goals from newsprint.

2 min

Introduction to the Case Study

2a. Explain that participants will be
analyzing the development problems
of a community that is described
in the case study "Abbe" or
"Coralio." Emphasize that although
the situations in the study might
not appear to be exactly like the
country to which the participants
are assigned, it is a developing
country like any other. The pur-
pose of the assignment is to ana-
lyze development problems that
might occur anywhere.

TRAINER'S NOTE: "Abbe" and "Coralio"
are intended to stimulate discussion about
the nature, relationship, and con-
sequences of development problems at
the community level by providing a mix-
ture of facts and opinions about a
village in the Sahel and Latin America.
The data provided are selected from
actual figures for Senegal and
Honduras; the anecdotal information is
distilled from the experiences of
several returned Peace Corps
Volunteers. One of the keys to suc-
cessful utilization of the case study
is your ability to prod participants to
answer their own questions, to dig more
deeply into their own assumptions, and
to remind participants of the complexi-
ties of community needs assessment,
information filtering, and project
planning which will be addressed in the
Preservice Training cycle.

Observation Guide

2b. Ask participants to read the case
study and pretend they are being
assigned to that community to do
the same job they are actually
assigned to in-country. With this
in mind, they should think about
the following questions, which they
will be expected to answer after
becoming familiar with the case
study. Use prepared newsprint to
review the questions.

Sample Newsprint
Observation Guide

Given the case study:

1. What specific problem would you work on in your job assignment?

2. Who thought the problem was a priority?

3. What are the causes of that problem?

4. How does the problem you would choose to work on relate to other problems suggested in the case or that you can imagine?

TRAINER'S NOTE: Instead of having the Observation Guide on newsprint, you can also make a copy for each participant and have them complete their own.

2c. Participants read the case study and write down notes in preparation for the discussion.   30 min

3a. Break   15 min

Group Discussion of Case Study

4a. Ask the group a general question about the case study, such as: 5 min

"What is your reaction to the case study?"

Get 5 or 6 responses.

5a. In order to delve more deeply into development issues, have participants work in small groups of 5-6 people, mixing the groups so that participants from different program areas are represented in each group (e.g., health, education, agriculture).   5 min

Using prepared newsprint, explain that they should spend 30 minutes discussing the following questions:

- 83 -

97

Sample Newsprint

Discuss
a. What was the problem you focused on in the case study?
b. Did the problem appear to affect men and women the same or differently? If differently, in what ways?
c. How was the problem you focused on related to other problem areas? What is the possibility that solutions you generate for your area could cause problems in another area?
d. What does the relationship between problems mean for your work with other Volunteers and other programs in your work site?

30 min

6a. Participants break into small groups and discuss questions.

TRAINER'S NOTE: Host country representative should walk around listening to the comments of the different groups.

7a. Reconvene large group and ask the following questions:

"What kinds of problems did you focus on in the case study?" (Get a general idea of the various types they chose.) "How were these problems related to each other?" "Who saw them as problems?"

TRAINER'S NOTE: Help participants see how the problems in one sector are linked to problems in another sector, e.g., if children are ill (health) they cannot attend school (education).

"How did the problems affect men and women differently? How did

they affect children? How did
they affect the elderly?"

"What did you learn about the roles
of men? About the roles of
women?"

"Given this interrelatedness of
problems, what will you need to
keep in mind as you approach your
own development work in the
community?

"What are some of the things you
need to learn about development
problems and processes during your
training program?"

What additional information would you
have liked to have in order to do the
tasks?"

TRAINER'S NOTE: Usually groups express
some frustration in working with a case
study - "I didn't have enough infor-
mation"; "This didn't seem real to me";
"I wouldn't walk in there cold." This
provides the trainer with an excellent
opportunity to preview the next RVDW
session, appropriately titled
"Information as a Development Tool."
Given time and group interest you can
explore different priorities in "Abbe,"
or "Coralio" and discuss where they
will find out the true problem in their
own villages.

Explain that during the next session
trainees will be working on information
gathering.

Host Country Representative Comment

8a. Ask host country representatives to
    add any other perspectives on how
    development problems are related in
    their country, and the appropriate
    role Volunteers can assume.

10 min

Summary and Closure

9a. Remind participants that in this session they:

identified the causes of development problems and how they are related;

began to think about how they would approach development problems given their job assignments; and

discussed some of the tactics necessary to see development as a whole and not just in terms of isolated problems.

Close with the thought that "keeping these ideas in mind can help you as you begin to analyze your communities, work on your jobs, and plan development strategies that promote self-reliance".

9b. Preview the next session.

9c. Close this session.

100

SESSION 3 PART I:

INFORMATION GATHERING AS A DEVELOPMENT
TOOL: BASIC SKILLS IN INFORMAL
INTERVIEWING

RATIONALE:

Before Volunteers can begin to work,
live, and communicate effectively in
another culture they need to be able to
gather information about the various
issues and people with whom they are
dealing. The better the information
gathering skills, the more sound the
information and the more appropriate the
judgments made by Volunteers.

The purpose of Part I of this session is
to introduce participants to basic infor-
mal interviewing skills. Part II provi-
des them with specific information
gathering techniques and allows them to
practice these techniques on a field
trip.

TOTAL TIME: Approximately 1 hour 45 minu-
tes

GOALS:

1. To introduce participants to the con-
cept of informal interviews for
gathering information.

2. To discuss and practice informal
interviewing skills such as:

awareness of non-verbal behavior
formulating questions
listener responses and probes

TRAINER PREPARATION:

1. Brief other trainers on their respon-
sibilities and expected outcomes of
the session. This is a session that
really needs the input and par-
ticipation of various host country
representatives.

Work with host country represen-
tatives (especially language and
cross-cultural advisors) on the
following steps:

a. <u>Step 3c</u> - During the session they
   will need to add any non-verbal
   cues specific to the host
   culture.

b. <u>Step 3d</u> - Two or three host
   country representatives should
   prepare and run a role play in
   which each of them clearly
   displays non-verbal cues that par-
   ticipants can observe.
   Suggestions: a party, restaurant,
   or an interview.

c. <u>Step 5</u> - The "Listener Responses &
   Probes" handout should be reviewed
   by host country representatives to
   see if 1) they are appropriate
   given the host culture; and 2) to
   delete anything not appropriate;
   and 3) to add anything that ought
   to be included

   o decide what to tell par-
      ticipants about what goes in
      the last column, "Notes About
      Listener Response In This
      Culture." Suggestions - how
      appropriate the response is;
      how it might be received; the
      translation of the response
      into the host country language.

2. As lead trainer, familiarize yourself
   with the handout on "Question Types"
   and the difference between open- and
   closed-ended questions. In step 4a
   you will have to be able to explain
   the difference.

3. Prepare your newsprints.

<u>MATERIALS</u>:

   - newsprint
   - markers
   - listener response dialog <u>for
     trainer's use only</u>

- 88 -

102

PREPARED NEWSPRINT:

- goals of session (step 1b)
- open/closed-ended question (step 5e)
- information gathering guidelines (step 7b - option 2 only)

HANDOUTS:

- "Question Types"
- "Listener Responses and Probes for Information Gathering"

PROCEDURES:

Opening Statement and Goal   2 min

1a. Mention that one of the important skills a Volunteer can have is the skill of effective information gathering. "No one ever really sits d .m and tells you all the cultural ru.es and history of the host country, or specifically explains the way you will function most effectively in your job." It is up to the Volunteer to seek out this information on his/her own. This is a two-part session. Part I will look at basic communication and some ways to get information through informal interviews. Part II will include a field trip so that participants can actually practice gathering information.

TRAINER'S NOTE: For participants who have attended CAST/CREST, acknowledge that they had a brief introduction to information gathering at their CAST/CREST. This session is much more in-depth.

1b. Read session goals for Part I from Newsprint.

Non-Formal Interviews

2a. Ask participants ways they can get information in-country. Their responses should include:

- observe
- listen
- research

State that this session will focus
on observing, listening, and some
skills for improving on both of
these. Explain that "one of the
best ways we get information is
through informal interviews, or
simply by talking to people: co-
workers, family members, the old
man who sits in the plaza, a neigh-
bor over a beer, etc. Today we
will focus on basic communication
in these informal interviews."

Non-Verbal Behavior

3a. Explain that people send us messa-
ges by the words they speak.
Likewise they send us messages by
their body language and non-verbal
behavior or cues. Information
gatherers need to become attuned to
these non-verbal cues, especially
the new ones in another culture.

5 min

3b. Ask participants to help you
generate a list of non-verbal cues.
List them on newsprint. Some
examples you might want to be sure
are mentioned are:

Examples	Trainer's Note
eye contact	whether someone looks you in the eyes, or looks away, or focuses on something else
posture	whether someone slouches, sits very straight, crosses legs, arms

Continued from previous page

Examples	Trainer's Note
gestures	how someone uses hands, body during interaction
touch	how people touch or do not touch each other
smell	do they use heavy perfumes, cologne
manners	how people act in public
facial expressions	smiles, frowns, grimaces, etc.
symbols	necklaces, chains, crosses, badges
tone of voice	whether they speak loudly, softly
color	whether clothes are bright, dull, clashing
dress	whether someone is sophisticated in dress
hygiene	whether someone is well bathed and groomed
space	the distance someone puts between him/herself and another person while communicating (varies greatly from culture to culture)

3 min

3c. Referring back to the list the participants generated, ask if they think these non-verbal cues are true for communications in the host country. After a brief discussion, add any more that might come out of this conversation.

1 min

3d. Lead a discussion on how these non-verbal cues are used in the host country.

10 min

3e. Ask participants the following questions:

> "How does non-verbal behavior (much of it still unfamiliar to you at this point) affect your role as an information gatherer in informal interviews?"

> "As a North American, what non-verbal cues can you give off in an informal interview that could be positive? negative? create double messages?"

Formulating Questions

4a. Mention that being aware of non-verbal cues is important, but it is only a first step. Stress the following:

> "Another skill to practice is asking the types of questions that will get you the information you want. The next few steps will help make some important points about how to ask questions."

3-5 min

4b. Select a topic participants might want to know about, such as "traditional medicine in the host country." Ask participants to list questions they would ask in an informal interview. As they list

* See Glossary.

- 92 -

questions, write them on newsprint.
Your newsprint might look like
this:

Sample Newsprint

Traditional Medicine in the Host Country
What are some of the supersti-tions about healing? Do traditional healers use poultices? Does religion enter into tradi-tional medicine? How does traditional medicine differ from modern medicine?

Hang the newsprint on the wall.

4c. Explain that some of the questions   5 min
they asked will get them more infor-
mation than others because they are
open-ended questions. They elicit
more than a yes or no answer. Pass
out the handout, "Questions Types,"
and review it with participants.

4d. Go back to the questions the par-   5 min
ticipants generated about traditional
medicine in step 4b. With the help
of the participants, identify and
rewrite the questions which are
closed so they become open-ended.

4e. Explain that for the information
gathering practice at informal
interviews, you want them to con-
centrate on formulating open-ended
questions. Ask each participant to
write on a piece of paper an open-
ended question for the topic:
"family life in the host country."

4f. Participants individually write   1 min
questions.

- 93 -

107

3-5 min

4g. Ask those who wish to, to read
their questions aloud. Ask others
if the questions <u>are</u> open-ended.
Make corrections as necessary.
Take as many questions as you feel
ne essary.

4h. Lead a discussion with the following
questions:

o When are closed-ended questions
most appropriate?

o How can you use open-ended
questions to your advantage?

<u>Listener Responses</u>

5-10 min

5a. Mention that once people start
talking and giving information,
there are certain kinds of respon-
ses listeners can give to let the
people know that they are listening
and are interested, and in order to
get them to talk more. Distribute
the handout, "Listener Responses &
Probes for Gathering Information."
(<u>Be sure it has been adapted so
that it suits the culture of the
host country</u>.) Read it to the par-
ticipants as they review their
copies. The comments you make
about each response you choose
should reflect the host culture.
Participants should note these com-
ments in the column to the far
right.

<u>TRAINER'S NOTE</u>: Acknowledge that some
of the trainees may be aware of
listener responses. The intent is to
look at how these responses are used or
not used in the host country.

1 min

5b. Explain that you and another
trainer are going to read a dialog
together. Indicate who will be the
speaker and who will be the
listener. The participants' task
is to identify the probes they
hear.

5c. Conduct the dialog based on the "Listener Response Dialog" provided for you, or your adaptation of it based on your knowledge of the host culture.

3 min

5d. Ask participants to verbally identify the probes they heard.

3 min

5e. Have the following statements listed on newsprint. Ask participants which probes they could use for each of these statements. They should pretend that they are information gathering in an informal interview. The speaker has just made a statement. Which listener response will they use?

3 min

Sample Newsprint

---

1. We're in the middle ages when it comes to women's rights.

2. We have had the tradition of using poultices for centuries.

3. I think the way for you to get your job done is to follow the rules. They don't like dissenters around here. There is a lot to be done.

TRAINER'S NOTE: Here are some suggested responses to the statements listed above.

1. Neutral phrases - "Could you elaborate on that?"
2. Indication of understanding - "I see."
3. Paraphrase - "You think I should just do my job and not rock the boat?"

Add one or two of your own questions.

5 min

5f. Ask the following:

o What comes to mind when you think
of using some of these listener
responses?
o What will be easy?
o What will be difficult?
o How can you incorporate them into
some of your informal interviews?

Sustaining the Informal Interview

15 min

6a. Mention that once you engage someone
in the host country in an informal
interview, there may be some cultural
hints for keeping that interview
going other than using appropriate
questions and utilizing appropriate
non-verbal cues. Ask host country
representatives to comment on some of
these cultural hints (e.g., drinking
tea, having dinner, walking).

OPTION FOR TRAINEES WHO HAVE
ATTENDED CAST/CREST

Option 1: Summary and Closure

7a. Remind participants that this
session has been the first part of
a two-part session on information
gathering via informal interview.
Today they talked about

the informal interview;
non-verbal cues;
formulating questions;
listener responses; and
how to get people in this
culture to talk to you.

Ask them also to keep in mind 3
rules for information gathering
that they learned in CAST/CREST:

know what you want to find out;
go to one appropriate source
for your information; and
check out various points of
view.

110

Continuation from previous page

```
OPTION FOR TRAINEES WHO HAVE
        ATTENDED CAST/CREST

Summary and Closure (Continued)

7b. Explain that in the next session
    they will have the opportunity
    to practice all these skills.

7c. Close this session.
```

```
OPTION FOR TRAINEES WHO HAVE NOT
        ATTENDED CAST/CREST

    Option 2:  Summary and Closure

7a. Remind participants that this          1 min
    session has been the first part of
    a two-part session on information
    gathering via informal interviews.
    Today they talked about

        the informal interview;
        non-verbal cues;
        formulating questions; and
        how to get people in this
        culture to talk to you.

7b. Provide a brief lecture which          10 min
    covers the following guidelines
    for information gathering.
```

Sample Newsprint	Your Explanation
Information Gathering	
1. Know what you want to find out.	1. "Think ahead of time to determine the information you need."
2. Ask the questions that will get you the information you really want.	2. If you want to know how you will be treated by Peace Corps staff, ask, "How will I be treated by Peace Corps staff?" and not something vague like, "What do Peace Corps Volunteers think of Peace Corps staff?"
3. Go to the appropriate sources.	3. "If you want to know how women are treated in the host country, ask a woman."
4. Check out points of view.	4. "Ask various women their opinions on how they are treated... married, single, young, old, professional, etc."

7c. Prepare 3 or 4 questions, to be read aloud, that people often ask when they just arrive in-country. As you read them, tell participants to try to determine what the person may really be asking.

   For example:

   1. "Is there running water in the host country?" (might be asking what living conditions are like)

   2. "Are there real doctors in the host country?" (possibly asking if he/she will get the same kind of medical treatment as in the U.S.)

   3. "How do they feel about dating in the host country?" (may be asking if it will be acceptable to have a male/female relationship)

   4. "How is the mail system?" (perhaps asking if he/she will get letters from home without any problems)

   Closure

8a. Explain that in the next session they will have the opportunity to practice their information gathering skills.

8b. Close this session.

FOR TRAINERS' USE ONLY
LISTENER RESPONSE DIALOG

Before starting dialog, explain to participants that the
speaker is a Peace Corps Volunteer and the listener is another
Peace Corps Volunteer. The listener is trying to get infor-
mation about a problem the speaker is having with his/her
supervisor.

Listener: Is this thing about your new supervisor a matter of
not getting along?

Speaker: Well, I just think he's a real loser.

Listener: Want to elaborate on that? (NEUTRAL PHRASE)

Speaker: He's just a loser.

Listener: (SILENCE)

Speaker: I mean... he makes all sorts of demands. He doesn't
really care about us as individuals. He just locks
himself in his office. I just don't understand him.

Listener: Don't understand him? (ECHO)

Speaker: Yeah. He tries to give instructions, and no one,
not even the people who speak his language, can
figure them out. He skips around a lot -- tells us
to do things, but not why. He's just so disorga-
nized and his instructions aren't clear.

Listener: I see. (BRIEF ASSERTION OF UNDERSTANDING)

Speaker: Yeah. When he walks away from me, I feel more con-
fused than ever.

Listener: So then, is this thing about the new boss a matter
of not getting along? (REPEAT)

Speaker: Not exactly, he's just hard to work for.

Listener: So you're saying that it isn't a question of not
getting along. Rather his disorganization and
unclear instructions make it hard for you to work
with him. Without clear instructions, you can't do
your work well.
(PARAPHRASE)

Speaker: Yes, that's right.

SESSION 3 PART II:

INFORMATION AS A DEVELOPMENT TOOL:
STRENGTHENING INFORMATION GATHERING
SKILLS

RATIONALE:

As was stressed in Part I of this
session, people who work in development,
especially in cultural settings different
from their own, must be able to effec-
tively gather information in order to do
their jobs and interact with others.
After they have gathered information,
they need to be able to "filter" it.   In
this case "filtering" means sifting
through the information to select what is
most relevant. It also means being able
to tell what information is biased or
slanted either by the source of the
information or the gatherer of the infor-
mation (the Peace Corps Volunteers).

Part II is designed to reinforce the con-
cepts discussed in Part I and to help
participants sharpen their skills in
gathering pertinent information and in
judging how that information might be
biased by the source or the gatherer.

Participants who have attended a
CAST/CREST have already had a 20-minute
introductory session on information
gathering and filtering. Option 1, which
is designed especially for them, will
help you review that session and bridge*
it to this one.

Option 2 is designed for participants who
have not attended a CAST/CREST. It pro-
vides you with a guide for introducing
the concept of filtering.

Both options are structured in the
following manner:

Phase 1.   Introduction to concepts and
             site visit (option 1 - 50
             minutes; option 2 - 1 hour 10
             minutes).

* See Glossary.

- 101 -

115

TRAINER'S NOTE:

Participants will need some proficiency with host country language in order to conduct the informal interviews. Use your judgment as to when in the training program this session is appropriate.

Phase 2. Site visit away from training center (2-3 hours).

Phase 3. Processing of site visit back at training site (45 minutes - 1 hour).

TOTAL TIME: Option 1 - approximately 1 hour 40 minutes, plus 2-3 hours site visit.

Option 2 - approximately 2 hours 10 minutes, plus 2-3 hours site visit.

GOALS:

Option 1 (for participants who have attended CAST/CREST):

1. To review the concepts of information gathering and filtering as a development tool.

Option 2 (for participants who have not attended CAST/CREST):

1. To introduce the concept of filtering as a development tool:

For options 1 and 2:

2. To provide an opportunity to practice information gathering and filtering in the host country.

TRAINER PREPARATION:

1. Brief other trainers on their roles (if any) and expected outcomes of session. Host country representative should be prepared to discuss some cultural filters

- 102 -

116

that might differ between their
culture and the North American
culture (option 1 step 2b, option
2 step 2f).

2. If you follow option 2 for par-
    ticipants who have not been to a
    CAST/CREST, familiarize yourself
    with the concepts of filters and
    information gathering (step 2) so
    that you can deliver the lec-
    turette.

3. Plan the sites you want par-
    ticipants to visit in order to
    gather information (step 4e). Make
    arrangements ahead of time for some
    visits, such as with families.

4. Determine the amount of time for the
    site visit. This should depend on
    distance of sites and transportation.
    Participants will also need time to
    prepare their reports.

5. Prepare your newsprints.

MATERIALS:

  - newsprint
  - markers
  - pencils and pens
  - 2 x 3 pieces of paper with
    filters (step 2a)

PREPARED NEWSPRINT:

  - goals (step 1)
  - sender/receiver (step 2a)
  - filter face (step 2a)
  - information gathering (step 2g)
  - information gathering categories
    (step 3b)
  - technical example (step 3c)
  - cultural example (step 3c)
  - impact example (step 3c)
  - task for field trip (step 4c)

HANDOUTS:

  - 3 Individual Planning Forms
    (Technical, Cultural, and Impact)

PROCEDURES:

```
┌─ ──OPTION FOR PARTICIPANTS WHO HAVE ─ ┐
│         ATTENDED CAST/CREST          │
│                                      │
│  Option 1: Opening Statement & Goals for │
│            Participants Who Have Attended │
│            CAST/CREST                │
│                                      │
│  Opening Statement and Goals         │
│                                      │
│  1a.   Explain to the participants that │
│        this session is intended to follow │
│        up the prior session on infor- │
│        mation gathering and to review the │
│        session they had at CAST/CREST │
│        about filtering questions.  "The │
│        point of this session is to go one │
│        step beyond CAST/CREST and to │
│        begin to apply information    │
│        gathering and filtering to a deve- │
│        lopment setting."             │
│                                      │
│  1b. Read goals from newsprint.      │
│                                      │
│      Review of Filters and Information │
│      Gathering                       │
│                                      │
│  2a. Ask them to summarize for you what │
│      they learned about filters in   │
│      CAST/CREST.  If you want, you can │
│      write their responses on newsprint. │
│                                      │
│  TRAINER'S NOTE:  In case they cannot │
│  remember what they learned about    │
│  filters in CAST/CREST, you can remind │
│  them of the following concepts:     │
│                                      │
│      o  You obtain information you need │
│         through a communication process. │
│                                      │
│      o  Communication is the exchange of │
│         messages between two or more │
│         people.                      │
│                                      │
│      o  Even though you may all hear the │
│         same messages (information), you │
│         may perceive the same infor- │
│         mation differently because of │
│         your "filters."  For instance, │
│         someone in this culture may say │
```

1 min (aligned with 1a)

1 min (aligned with 1b)

"a typical family moved in next
door." For that person a typi-
cal family is an extended family
of 20 people. For you a typical
family is 3-4 people. Their
filters and your filters cause
you to perceive certain concepts
differently.

o Filters are the things you
   learned in childhood and have
   acquired over the years that
   bias your perceptions. Samples
   of filters are:

   - life experiences (what you
      have gone through)
   - culture (rules your culture
      teaches you)
   - respect (who you respect and
      do not respect)
   - prejudice (positive and nega-
      tive feelings you have about
      certain groups)
   - values (the things that are
      important to you)
   - parents (the rules your
      parents taught you)
   - religion (norms your religion
      teaches you to follow)
   - background (what effects the
      neighborhoods you grew up in
      or lived in have on you)

o Filters cause you to listen atten-
   tively to some people and less to
   others because of what these per-
   sons represent to you.

TRAINER'S NOTE: For additional
background information, read option 2
(for participants who have not been to a
CAST/CREST). It provides a detailed
lesson plan explaining filters.

2b. Ask the following question: "What
    are some cultural filters that might
    differ between the host country and
    the North American culture?"

OPTION FOR PARTICIPANTS WHO HAVE
NOT ATTENDED CAST/CREST

Option 2: Opening for Participants Who
Have Not Attended CAST/CREST

Opening Statement and Goals

1 min

1a. Tell participants that, as was
discussed in the prior session, one
of the most important skills for
being a successful Volunteer is to be
able to effectively gather infor-
mation. Mention that "you have been
doing it all your lives. Now you are
faced with gathering information as a
development worker in another culture
and language. This session is
designed to sharpen these skills."

1 min

1b. Read goals from newsprint.

Lecturette on and Discussion of Filters

15 min

2a. Present a brief lecture which covers
the following concepts, points, and
steps:

o   Remind participants that in the
last session they discussed dif-
ferent ways of gathering infor-
mation:

    - reading
    - observing
    - asking questions
    - listening
    - informal interviews

o   The basic communication involved
in verbally gathering infor-
mation is sending and receiving
messages (information) between
two people, the sender of the
messages and the receiver of the
messages. You can use prepared
newsprint to illustrate.

Sample Newsprint
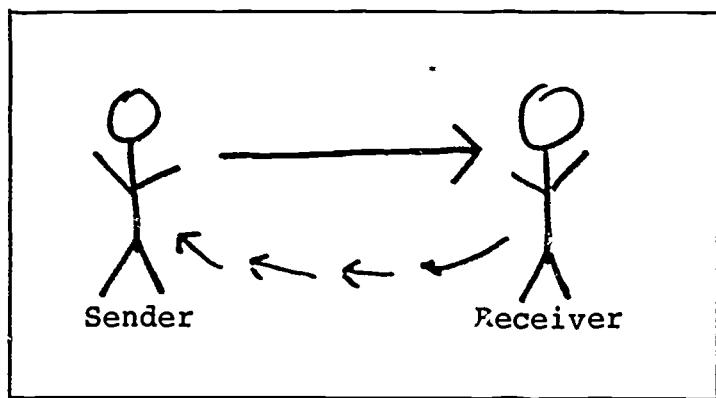
Sender   Receiver

o Add that, in an ordinary conver-
   sation or interview, the
   receiver often becomes the
   sender. (A broken arrow may be
   used to illustrate this point.)

o Because we are all human beings,
   all raised differently, we do
   not all perceive information
   (receive messages) the same way.
   For instance, if a car back-
   fires, one man may perceive it
   as a backfire. Another man may
   perceive it as a gunshot,
   because he was in the war. A
   teacher might tell two different
   students, "You should go to
   college." One woman hears the
   suggestion as helpful and sup-
   portive. The other woman may
   hear it as a criticism that she
   needs to learn more.

o No two people perceive the same
   external stimuli in the same
   way. Filters are what make us
   perceive information dif-
   ferently; we all have them.

o Filters are the concepts we
   learned in childhood, and have
   acquired over the years, that
   bias our perceptions of what
   people say, and our choices
   about who to listen to.

Samples of filters are:

- 107 -

121

o <u>life experiences</u> (what you have gone through, e.g., the man who hears a gunshot instead of a backfire because of his war experiences.)

o <u>culture</u> (the norms with which you were raised, e.g., if a certain culture teaches that cleanliness is next to godliness, a person from that culture may have a very strong reaction in another culture where sanitation standards are not high. That same person may tend to listen more carefully to someone who is neatly dressed as opposed to someone who appears unkempt and sloppy.)

o <u>respect</u> (who you are taught to respect and how you respect them, e.g., if a person is taught to respect elders, he/she may respond to and listen to someone who is elderly, and show a good deal of courtesy even if what that person says is irrelevant.)

o <u>self-image</u> (how you perceive yourself, e.g., a low self-image or a too high self-image may hinder a person's ability to perceive objectively what is going on around him/her.)

o <u>religion</u> (the norms your religions teach you, e.g. a person who is taught the golden rule of "do unto others as you would have them do unto you" might approach the world differently than someone who believes "an eye for an eye." Two people who represent each of these views might also have some difficulty communicating.)

o <u>prejudices</u> (the races, ethnic groups, and social groups you are prejudiced for or against, e.g., a person who is taught that a certain race is lazy or crafty might

- 108 -

122

have difficulty dealing objective-
ly with a person of that race.)

o biases (the things you have an
offense for or against, e.g., a
person may be biased towards
others like him/herself who are
young and take risks, and there-
fore may easily communicate with
these kinds of people)

On the other hand, the same per-
son might have a bias against
older, more conservative indivi-
duals, and thus show more dif-
ficulty in objectively
communicating.)

o background (where, how, and with
what groups you were raised,
e.g., a person from a very small
town might have preconceived
notions about large towns or
people from the city. There are
certain barriers established
even before communication is
initiated.)

o trust (e.g., you learned a lot
about strangers and certain
types of people when you were
children. The things you
learned affect who you will and
will not trust now. For
instance, many North Americans
believe that they should rot
trust strangers or used car
salesmen.)

o parents (e.g., if you were
taught by your parents that
being polite is very important,
you may be drawn to other people
and cultures you perceive as
polite. Your negative reaction
could be very strong to a person
or culture you perceive as
rude.)

o sex (the way you react to sexes
and sex roles, e.g., if a person
feels women belong in the home,
that person may have difficulty

- 109 -

123

communicating with a female
mechanical engineer.)

o likes/dislikes (e.g., if you
   like something or someone, you
   will tend to respond favorably.
   If you basically dislike
   something or someone, you will
   tend to respond less favorably.)

TRAINER'S NOTE: One way to present
visually the concept of how filters
"block" the way we perceive information
is to have prepared newsprint with a
face that represents "everybody."*

Sample Newsprint
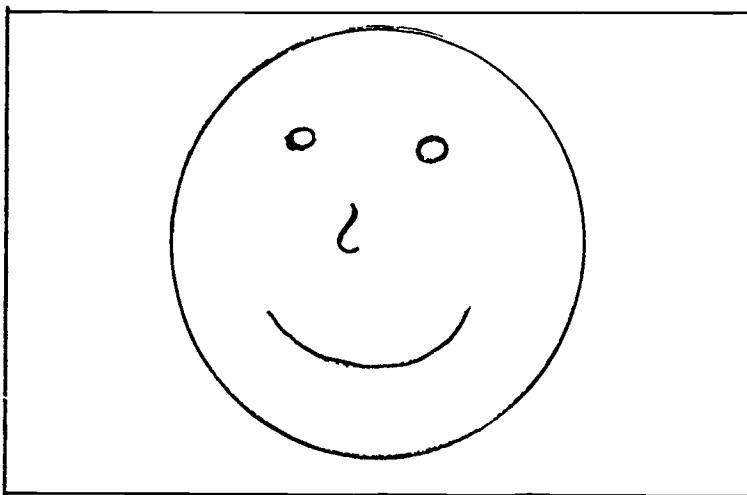
Have each filter written on 2" x 3" piece
of paper with tape on the back. As you
describe each filter, place it on the
face, so that by the time you finish your
description and examples of filters, the
face is almost covered.

* Concepts of visual representation
   adapted from original work by
   Joan Bordman.

124
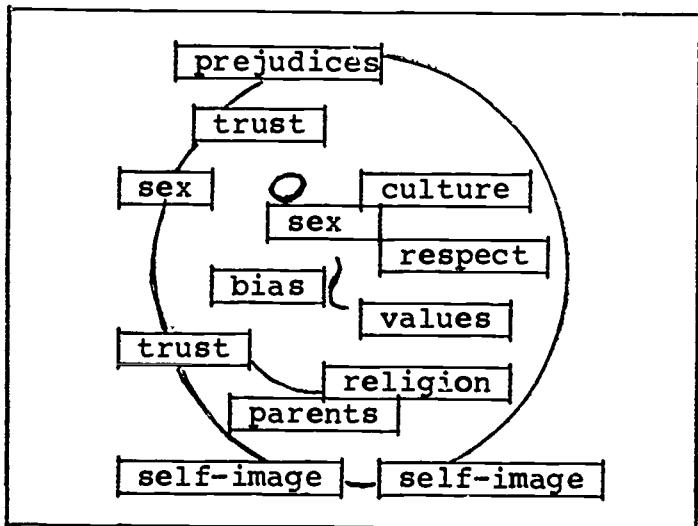
This visually demonstrates how filters
get in the way of our perceptions.

o These filters can cause you to
   listen or talk attentively to
   some people and less to others,
   because of what a person repre-
   sents to us. For instance, I
   may be prone to believe more of
   what a man says just because I
   was brought up with mostly male
   authority figures; I may tend
   to not listen well to a very
   sloppy person, or discount what
   he/she says, because of my values
   about cleanliness, even though
   that person might have the
   information I need.

o Both senders and receivers of
   information have filters.
   Therefore both speakers and
   listeners have filters.

2b. Ask participants to identify on a   1 min
    piece of paper 3 of their filters.

2c. Ask them to individually write   5 min
    filters on paper.

2d. Lead a large group discussion by   10 min
    the following questions:

o "What are some of your filters?"

o "How does the fact that we each
   have our own filters affect you
   in-country?"

o "How does the fact that senders
   of information have filters of
   their own affect you
   in-country?" (Use various host
   country representatives.)

o "What are some cultural filters
   that might differ between the
   host country and the North
   American culture?"

o "What do you need to do to
   remain aware of your filters as
   you gather information
   in-country?"

For all Participants

STEP 3 FOR ALL TRAINEES

Introduction to Information
Gathering Method

3a. Remind participants of the impor-
    tance of informal interviews for
    gathering information. Mention
    that the next step is to talk
    about gathering information in a
    development context. You are going
    to introduce new methods for doing
    this.

3b. Introduce three basic categories for
    gathering information within a deve-
    lopment context. The categories
    allow Volunteers to use skills in
    informal interviewing, research,
    observation, and questioning to exa-
    mine development problems from
    various perspectives.

- 112 -

126

(Use prepared newsprint)

Sample Newsprint

Information Gathering Categories
1. Technical
2. Cultural
3. Impact

Referring to your newsprint, explain that:

o "technical includes information about the job or task. It is related to the specific practical techniques of accomplishing job-related tasks (e.g., types of fertilizers, how to do lesson plans, what kinds of fish survive best in certain water conditions)."

o "cultural focuses on cultural implications of the subject which affect the way you carry out you Volunteer assignment (e.g., if there is a cultural value placed on 'white collar workers,' it may be difficult to encourage student dropouts to work as vegetable gardeners)."

o "impact will provide you information about the impact or effect the project, institution, program or person has. This includes impact on increasing local capacity or on the people themselves (e.g., choosing to work with the local agricultural extension agent to assess full needs instead of doing it yourself)."

Stress that it is important to seek out information that will educate them about all segments of the population: men, women, the elderly, and children.

Notes/Summary

10 min

3c. Explain that there are three broad
    guideline questions which are impor-
    tant to consider when gathering
    information within each category.

Use a sample newsprint for education (or
change it to a sector relevant for your
participants) to demonstrate the guide-
line questions.

Sample Newsprint

I. Technical
1. What do I want to know to learn more about the exam-ination system?
2. How do I frame questions to find out when exam-inations occur? How important are they? How closely are they tied to the curriculum? Who sets them?
3. Where do I find the information? Copies of examinations, exam schedules, teachers, school principal.

II. Cultural
1. What do I want to know to learn how cultural values affect the way children act with teachers, and how I as a foreigner will be affected by this?
2. How do I frame the question? How do children act when teachers are present? In class? Out of class? How are they addressed? How do teachers act?
3. Where do I find the information? Observing in schools, asking teachers, principals, reading studies, asking children.

III. Impact

1. What do I want to know to learn about the impact education is having on the development of the region?

2. How do I frame questions to find out? What have been the changes in literacy in the past 5 years? What percentage of male population is attending school? What percentage of female population? How many males/females graduate? What are they doing when they leave?

3. Where do I find the information? Reading studies, records, talking to teachers, children.

Small Group Task/Preparation for Field Trip

4a. Ask participants to form triads so they can practice information gathering from the point of view of the development worker, using their information gathering and filtering skills.   1 min

4b. Participants form triads.   1 min

4c. Mention that each triad will be assigned a place to visit. Using prepared newsprint explain that their task is to decide on what information they will gather, to identify a strategy for gathering technical, cultural, and impact information, and to gather that information. When they return   3 min

(after 2-3 hours), they should pre-
pare a report of which 60% descri-
bes the process they went through
to gather the information (what did
they expect? what really
happened?) Forty percent of the
report should be on the infor-
mation or content they gathered.
Use prepared newsprint to explain
their task.

Sample Newsprint

```
Task -- Decide:

1. What you want to know in the
   areas of technical, cultural,
   and impact;

2. How you will frame the
   questions to find out; and

3. What sources you will seek
   for the information.

4. Then, after gathering your
   information, prepare a
   report (60% on your
   process -- what did you
   expect and what really
   happened? and 40% on
   content).
```

4d. Give every participant an individual
planning form for each of the three
areas. Tell them they have 2-3 hours
to complete the task with their
triad.

4e. Assign a place for each triad to
visit. (One way to do this is to let
participants select from a basket
that has all the sites written on
small pieces of paper.)

TRAINER'S NOTE: Examples of sites for
visits are: the community health clinic,
hospital, Education Department,
Agricultural Department, Public
Information Service, a handicraft/food
cooperative, a small local store, a big

store, the open market, the land com-
mission, a school, a home. (If you use
a home, make plans beforehand with the
family.)

As a beginning exercise, try to assign
participants to sites that are not
directly related to their jobs. The
purpose of this exercise is to help
them gain generic* information skills.
If they focus too closely on their
jobs, the skill building might be lost.
You can use this exercise again when
you want them to search for job speci-
fic information.

If there are enough sites, another
alternative is to have each participant
visit a different site and gather
information alone instead of in triads.

4f. Ask participants to work in their   15 min
    triads (or alone if you use the
    alternative) to plan for their site
    visit and fill out their individual
    planning forms.

    Site Visit

5a. Participants visit sites; they pre-   2-3 hrs
    pare their reports after their site
    visit.

    Report Outs and Processing of Site
    Visits

6a. Ask each group to report out - 60%   30-45 min
    of their report should focus on the
    process they went through to get
    their information (what they
    expected and what happened), and
    40% on the content (allow 5 minutes
    for each group plus comments).

TRAINER'S NOTE: During report outs ask
different groups some of these dif-
ferent questions. Do not ask all of
the groups all of the questions.

* See Glossary.

- 117 -

131

o   "What were the difficulties in
    getting the information you
    needed?"

o   "What were some of the easy
    things about getting information?"

o   "How might responses have been
    different if you asked a man (or
    woman)?"

o   "Do you think that the fact that
    you are male/female made a dif-
    ference in the response you got?"

o   "What filters did you recognize
    in yourself during your infor-
    mation gathering?"

o   "What filters do you think your
    sources of information might
    have about you on the subject
    you were discussing?"

o   "Do you need more information
    about the subject to feel com-
    fortable? What?"

o   "How reliable do you feel your
    information is? Why?"

<u>Processing of Session</u>

7a. When all groups have finished
    reports, lead a group discussion
    asking the following questions:

o   "How did it feel to go out and
    gather information?"

o   "What was the easiest thing about
    using this system? The hardest
    thing?"

o   "How successful were you in iden-
    tifying filters you might have had
    or the source might have had?"

o   "Might you have run across any
    cultural filters?"

o "What did you find out when you gathered information from men, women, children, and older people?"

o "What will you do differently the next time you gather information?"

Summary and Closure

8a. Remind participants that in Part II of this session they have:

o reviewed the basics on filters and information gathering

o examined and practiced another strategy for gathering information from the perspective of a development worker

o identified information in 3 areas and the effects on men, women, children, and the elderly (mention only if they in fact did this)

8b. Tell participants that many development projects in the past have failed because of insufficient information gathering, particularly during the project design phase. Stress again that development problems are complex, and that gathering information and trying to understand involves struggle and effort.

8c. Preview the next session.

8d. Close this session.

TRAINER'S NOTE: As mentioned, it is suggested that the brief field trip in this session be to a place not related to the participant's job, to avoid focusing too much on the job instead of on generic information skills. However, if you feel the time is appropriate you can send participants to their work place to gather

- 119 -

133

information. When they finish their
report outs, ask them to write a state-
ment about other things they want to
learn in each area. Give the technical
sheet to the Technical Training
Coordinator, and you keep the impact
sheet. Each coordinator can then follow
up with the participant at another date
to see how he/she is doing gathering
data.

SESSION 4: FACILITATING DEVELOPMENT:
THE ROLE OF THE VOLUNTEER

RATIONALE:

In the previous sessions, participants
were introduced to a broad range of dev-
elopment issues and problems. They have
begun to discover how complex and
interrelated development problems are,
and how potential solutions can bring new
problems, which in some cases are much
more serious. They have also learned
that these problems and potential solu-
tions often affect men, women, children,
and the elderly in very different ways.

In beginning to deal with these interre-
lated problems, new Volunteers in par-
ticular may be prone to feelings of
frustration and futility (which can last
throughout their two-year service) when
they take on a problem and then realize
that they are unable to achieve what they
had hoped. This session is designed to
demonstrate to participants that Peace
Corps Volunteers cannot address all dev-
elopment problems. Men and women who are
provided with technical knowledge, as
well as leadership and organizational
skills, can, however, affect indirectly
the larger obstacles which continue to
block the full participation of men and
women in the decisions affecting their
lives.

This session also helps the participants
examine the development process at three
levels - national, community, and indivi-
dual. They not only consider their
potential impact on obstacles at each
level, they also begin to identify skills
needed to facilitate development within
the family and the community.

TOTAL TIME: Approximately 2 hours 45
minutes plus a 15-minute
break.

GOALS:

1. To examine the development process at
   three levels - national, community,
   and individual.

2. To identify obstacles hindering the
   participation of men and women at
   each level.

3. To identify ways in which the
   Volunteer can directly and
   indirectly affect these obstacles.

4. To identify skills the Volunteer
   will need to facilitate human dev-
   elopment within the family and the
   community.

TRAINER PREPARATION:

1. Brief other trainers on their roles
   during the session, as well as the
   session's expected outcomes.

2. Explain to other trainers and host
   country representatives that the
   term "obstacle," as used in the
   rationale of this session, refers
   to problems, situations, tradi-
   tions, customs, laws, cultural and
   social values, ignorance, self-
   image, etc., which hinder the par-
   ticipation of men and women in the
   development process. Examples of
   obstacles faced by women and girls
   might include:

   o high illiteracy rate;

   o no easy access to safe water;

   o last in the family to eat
      (resulting in little protein
      intake, malnutrition, and fre-
      quent illness);

   o mandatory education for boys,
      and not girls;

- 122 -

o agricultural extensionists, all males, only work with male farmers;

o no marketing-oriented women's groups;

o no sources of outside income (to provide funds for time- and labor-saving alternatives to family subsistence and maintenance tasks); and

o no organized women's groups at the community level.

Have host country representatives think of country specific obstacles hindering the participation of men and women in the development process, and be prepared to add them to those listed by participants in step 2d.

It is _essential_ that participants move from step 2d through step 4 with very specific obstacles in mind, such as the ones listed in Trainer Preparation step 2. If they are too general, you will need to help make them more specific.

3. Prepare newsprint

MATERIALS:

- newsprint
- markers

PREPARED NEWSPRINT:

- goals of session (step 1f)
- task assignment (step 2b)
- the development process (step 4a)
- task assignment (step 4b)
- obstacle impact chart (step 4b)

PROCEDURES:

Opening Statement

1a. In introducing this session, refer back to Sessions 1, 2, and 3. Mention the following points:

3 min

- 123 -

o "In Session 1, we discussed a developmental strategy and in particular the concept of self-reliance."

o "In Session 2, we saw how development problems are interrelated, and how potential solutions can bring new problems, which in some cases are much more serious. We also saw how differently those problems and solutions can affect men, women, and children."

o "During your information gathering task in the community, some of you might have identified problems, and might even have had a first-hand look at the approaches being used to solve some of them."

1 min | 1b. Ask participants to take a few minutes to reflect* on these first three sessions, and, in particular, to think about their role in the community as Peace Corps Volunteers. They can record some of their thoughts on a piece of paper.

1 min | 1c. Ask 5-6 participants to describe in one word their reactions to what they heard about their roles as Peace Corps Volunteers so far. As you listen to their responses, ask others if their reactions are similar. (Responses most likely will include: challenged, inexperienced, overwhelmed, excited, etc.)

1 min | Mention that in this session they are going to look more closely at the role of the Volunteer, particularly in regard to his/her potential impact on the development process.

3 min | 1d. Read goals from prepared newsprint.

* See Glossary.

Identifying Obstacles

2a. Explain that "the term 'obstacle'
refers to problems, situations,
traditions, customs, laws, cultural
and social values, ignorance, self-
image, etc., which hinder the par-
ticipation of men and women in the
development process."

3 min

2b. Mention that an important lesson in
development - although still not
always recognized - is that men and
women often face very different
obstacles in the development pro-
cess.

"Since arriving in-country, you
have already become aware of many
of these obstacles. Let us look at
the obstacles you have identified
up to now, in a way that will help
us determine how our own gender may
influence the approach we take or
the impact we have as Volunteers in
addressing these obstacles."

2c. Break the group into small same-sex
groups.* (There should be no more
than 5 people in a group, and no
fewer than 3.) Explain to par-
ticipants the following tasks
posted on newsprint:

5 min

Sample Newsprint

```
1. Discuss and list on newsprint
   obstacles hindering the par-
   ticipation of your gender in
   the development process of
   (name of country).
2. Put yourself into the posi-
   tion and role of the opposite
   sex, and identify and list out
   obstacles they face.
3. Be specific!
4. Post on wall when finished.
```

* See Glossary.

- 125 -

139

Stress that they must be specific, e.g., "legal obstacles" is too general - the fact that women legally cannot own land is more specific. Allow them 15 minutes for this activity.

15 min

2d. Groups work on task. As they finish, have them post their lists.

5 min

2e. Tell participants to take a few minutes to silently read over all group reports posted on the wall.

10 min

2f. After everyone has finished reading the newsprint, look at similarities and differences between the lists belonging to male groups and those belonging to female groups.

TRAINER'S NOTE: This process provides an opportunity to add, delete, confront misconceptions and stereotypes, and discuss differences and similarities that participants perceive in obstacles facing each sex in the development process, i.e., men don't see obstacles for women which women see for themselves, and vice versa.*

In order to do this:

o Ask male participants, "What are your reactions to the obstacles that female participants iden- tified as hindering men in the country."

o "How do these lists compare to your own small-group listing of obstacles facing men? How do they differ?"

o "Do you agree with those obstacles listed by female par- ticipants which you did not include on your own list? Why or why not?" Ask if others in

* Utilize various host country resources for information.

- 126 -

140

the group (male or female) agree
or disagree.

o Ask female participants: "What
   are your reactions to the
   obstacles that male participants
   identified as hindering women in
   the country?" Repeat the same
   series of questions listed above
   asking male participants.

TRAINER'S NOTE: If an obstacle being
discussed is too general, ask if anyone
in the group can help make it more spe-
cific, or even break it up into several
specific obstacles. Add them to the
newsprint(s) which list the general
obstacles. Doing so will give more
focus on the next activity. Also, ask
host country representatives to add
other obstacles overlooked by partici-
pants. (See Trainer Preparation for this
session.)

o "How many of these obstacles can
   you realistically address in the
   next 2 years?"

TRAINER'S NOTE: It is important that
Peace Corps Volunteers realize they
cannot address all development
problems. Obstacles that they can
address, however, will indirectly
affect larger obstacles which are
beyond their capability to change or
solve.

2g. Lead into the break and the next   1 min
    activity by explaining that after
    the break the group will look more
    closely at those obstacles which
    they think they can directly
    affect, and those which are beyond
    their capability to change or
    solve.

3a. Break   15 min

Lecture on the Development Process

4a. Explain that in this activity, "We are going to look at the 3 levels where development occurs - national, community, and individual - and <u>the obstacles at each of these levels</u>."

Briefly go over your prepared newsprint. Explain each level. You can base your explanation on the script which follows the sample newsprint.

Sample Newsprint

The Development Process
National: Policy-making and funding priorities
Community: Community participation· in decision making, project planning and implementation
Individual: Technical knowledge and capacity building skills

The National Level

o "The development process at the national level involves government policymakers, i.e., officials within the Ministry of Economic· Planning or the Ministry of Finance, who make decisions on policy and funding priorities. These decisions affect health care, agriculture, education, and the other sectors. Some of the obstacles you have listed can only be addressed directly at this level by these policymakers. In some countries, for example, primary education is only mandatory for boys and not girls, because of limited resources. There is not

much that a Peace Corps
Volunteer can do to directly
affect such a policy."

The Community Level

o "The development process at the
community level involves working
with community leaders and
groups on decision making, on
planning and implementing a pro-
ject which affects the commu-
nity. If men and women from the
community participate in the
planning and implementing of a
project which is intended to
improve their lives, it has a
better chance to succeed. Some
of the obstacles you have listed
are at this level and could be
addressed directly by Peace
Corps Volunteers - organizing a
women's group in the community,
for example, if one does not
already exist."

The Individual Level

o "The development process which
occurs at the individual level
is in many respects the most
important of the three. Provi-
ding individuals with technical
knowledge and capacity-building
skills - in management, organi-
zation, planning, leadership -
not only increases incomes and
saves labor and time, it also
fosters the confidence and pride
necessary for further risk taking.
Enhancing self-sufficiency starts
at this level. In addressing
obstacles which occur at this
level, you indirectly affect
obstacles at other levels. You
might think of it as the 'trickle
up' effect."

TRAINER'S NOTE: The "trickle up"
effect - as opposed to "trickle down" -
refers to development which begins at

the grassroots level of the society,
and eventually affects national policies
and decision making.

4b. Have participants return to their
   original groups and work on the
   following task.

Sample Newsprint

```
-T A S K-

1. Place each obstacle you identi-
   fied earlier at one of the three
   levels.

2. Determine which ones you can
   have a direct or indirect
   impact on.

3. Identify strategies for over-
   coming obstacles listed under
   "direct impact," and what skills
   you think you might need.

4. Post your obstacles/impact charts.

5. You have 20 minutes to complete
   this activity.
```

TRAINER'S NOTE: Hand out the Obstacle/
Impact Chart. You may want trainees to
put the charts on newsprint for the group
presentation.

20 min

4c. Groups work on task.

25 min

4d. Ask one person from each group to
   present their chart. (Approximately
   5 minutes per chart.)

TRAINER'S NOTE: To save time, have
only one male group and one female
group present their charts. You may
want to pick groups whose charts have
the most specific obstacles listed,
rather than ask for volunteers. Then
ask other groups if they have anything
to add.

Processing

4e. After participants have completed   10 min
    their reports, ask the following
    questions:

        "What similarities did you see
        among the charts? Were there more
        similarities among male group
        charts? Female group charts?
        What differences?"

        "Was it difficult for your group
        to decide at which level a par-
        ticular obstacle belonged? Which
        ones were most difficult to decide
        on? Why?"

4f. Ask participants to look at the   5 min
    strategies they came up with to
    address obstacles listed under
    "direct impact."

TRAINER'S NOTE: It is very important
that you help participants recognize
strategies which are culturally or
otherwise inappropriate. Enlist the
help of host country representatives'
resources in this task. Ask their opi-
nions. Ask participants questions
like:

    o "How realistic do you think
       these suggestions will be once
       you get to your site?"

    o "How will you know if they are
       appropriate?"

    o "In what ways did your gender
       influence your choice of
       strategies?"

    o "What steps should you take
       before you try out these
       solutions?"

TRAINER'S NOTE: Ask the opinions of
the host country representatives pre-
sent.

4g. Review with participants the skills   5 min
    they think they might need to

- 131 -

145

address obstacles listed under
"direct impact."

TRAINER'S NOTE: These are sample
skills which trainees may identify:

o   information gathering skills
o   local language skills
o   interviewing skills
o   observation skills
o   group development skills
o   leadership development skills
o   planning and management skills
o   problem analysis skills
o   non-formal education skills

Identify which skills will be addressed
in the training program, and in which
sessions. Point out those skills
listed on the newsprint which will not
be addressed in the training program.
Participants will need to seek out
their own resources (people, "how-to"
manuals) in those areas which will not
be addressed. The technical trainer(s)
should be present during this activity
to clarify and answer questions
regarding the technical components of
the training program. The technical
trainer(s) and host country represen-
tatives should also be prepared to
suggest possible outside resources for
skill areas which will not be covered
during the training program.

10 min

Summary and Closure

5a. Remind participants that in this
    session they:

    identified obstacles hindering
    men and women from participating
    in the development process at
    three levels - national, com-
    munity, and individual;

    saw how the obstacles facing men
    and those facing women are often
    very different;

    began to think about how their
    gender might determine the

- 132-

146

strategy they choose to address a
particular obstacle;

distinguished between obstacles
that they could address directly
and those that are beyond their
capability to change or solve in
any direct way; and

identified strategies and needed
skills that would enable them to
directly affect many of the
obstacles listed.

5b. Preview the next session.   1 min

5c. Close this session.   1 min

- 133 -

147

SESSION 5:   NON-FORMAL EDUCATION AS A
             DEVELOPMENT TOOL

RATIONALE:

One of the goals of Peace Corps is to
send Volunteers overseas who, by the time
they finish their two years, have trans-
ferred some of their skills to people in
the host country who can continue,
complete, and replicate projects. In
leaving behind this increased local capa-
city, the Volunteer has fulfilled one of
the most important aspects of his/her
role. The transference of skills is
usually done on a day-to-day, informal
basis rather than in any structured form.

The purpose of this session is to help
participants examine traditional vs. non-
formal education, and to practice some
non-formal techniques they can apply as
Volunteers.

TRAINER'S NOTE: The session is designed
for participants to do presentations of
non-formal education in English so they
can focus on teaching techniques. How-
ever, if you feel they should do the
presentations in the local languages,
postpone the session until later in PST
when they are sufficiently proficient in
the language.

TOTAL TIME: Phase 1 - 1 hour 30 minutes
             for general session on non-
             formal education

             Phase 2 - 1 day or sufficient
             time for groups to prepare
             presentation

             Phase 3 - 1 hour 40 minutes
             for presentations

GOALS:

1.   To define adult education in a non-
     formal vs. formal setting and to
     develop criteria for effective adult
     learning.

- 135 -

2. To determine how participants can use non-formal education techniques in their daily activities as Peace Corps Volunteers.

3. To practice skills in designing non-formal education activities.

TRAINER PREPARATION:

1. At least one day before this session, distribute the handout "A Comparison of Formal and Non-formal Education." Ask the participants to review it before the session.

2. As backup for you on the theories of adult, experiential learning and non-formal education, read Supplement 1A, "Experiential Learning," of `.e Guide for Trainers.

3. Ask the various Peace Corps staff sector program managers to observe and comment on the presentations done by their respective participants in step 7.

TRAINER'S NOTE: This session is designed to supply participants with a basis in non-formal education and to then give them time to prepare their own sessions (step 6b).

4. Prepare newsprints.

MATERIALS:

- newsprint
- markers
- pencils and paper

HANDOUTS:

- "A Comparison of Formal and Non-Formal Education"
- "Five Teaching-Learning Principles"
- "A Partial List of Non-Formal Education Activities"

PREPARED NEWSPRINT:

- task for criteria (step 4c)
- teaching learning principles
  (step 5)
- task for preparing their own
  session (step 6a)

PROCEDURES:

1a. Opening Statement and Goals

Open this session by making the
following points:

1. "As seen in the first few
   sessions, Peace Corps Volunteers
   work with different people and
   use many approaches."

2. As a Peace Corps Volunteer, you
   will be sharing your skills with
   others and in some cases trans-
   ferring skills. It is important
   to discuss how people learn."

3. For the most part, you will share
   skills and knowledge with others
   on a non-formal basis rather than
   in a classroom."

4. "The purpose of this session is to
   look at different ways in which
   adults learn in a non-formal
   setting, and how that knowledge
   can help the Volunteer as a deve-
   lopment worker."

1b. Read goals from newsprint.

Formal-vs-Non-Formal Education

2a. Divide the group into two smaller   1 min
    groups. Have one group put on news-
    print what they know about Formal
    Education. The other group does the
    same for Non-Formal Education.
    Remind them about the handout they
    read on "A Comparision of Formal and
    Non-Formal Education."

Sample Newsprint

```
┌─────────────────────────────────────┐
│        Non-Formal Education          │
│                                      │
│   o not rigid                        │
│   o learner-centered                 │
│   o many varied activities           │
│   o can take place outside of        │
│     classroom                        │
│   o learners solve problems          │
│   o involves meaningful values       │
│     in the learner's immediate       │
│     life                             │
│   o                                  │
│                                      │
└─────────────────────────────────────┘
```

2 min

2b. Place the newsprints next to each
other. State that the differences
between the two are quite obvious.
"Because your skills will not
necessarily be shared with others
in a classroom, Peace Corps
Volunteers need to look at non-
formal education techniques as an
important means for sharing skills
and knowledge." Ask participants
if they can think of cases in which
they might use non-formal education
in their everyday work as Peace Corps
Volunteers.

TRAINER'S NOTE: Some participants may
have difficulty "removing" education
from the classroom and seeing how
they can use it on the job. If so,
you can give examples such as:

   o   health workers share/transfer
       hygiene skills;

   o   agriculturists teach the whys
       and hows of new crops, etc.

How Adults Learn

3a. State that in summary there are 2
basic premises to adult learning
(write the premises on the board or
newsprint as you explain them):

o adults bring a lifetime of
   experience which serves as a
   foundation for more learning;
   and,

o adults learn best by doing.

3b. Explain to participants that, based
    on these 2 premises, instead of pro-
    ceeding with a lecture or handout,
    they will create their own criteria
    for adult learning based on non-
    formal education. Stress that the
    criteria they develop should be based
    on their personal experience as well
    as what they think would make adult
    learning most effective. For
    instance, ask them to think about
    when they learned to drive a car -
    they had to solve a problem, they
    wanted to learn, etc. These can be
    turned into criteria such as "adult
    learning should solve a problem,"
    "adult learners should be motivated,"
    etc.

    Participants will work in groups to
    combine their experiences and come
    up with a set of criteria. Using
    prepared newsprint, explain their
    task.   .

                Sample Newsprint

+------------------------------------+
| TASK |
| |
| Develop a set of criteria that |
| you think would make any adult |
| learning in a non-formal situation|
| effective. (List on newsprint) |
| |
+------------------------------------+

3c. Break participants into groups and   20 min
    allow them to work. Float* from
    group to group as they work to make
    sure they understand the task.

TRAINER'S NOTE: Break participants into
like groups* of no more than 5 people
according to their sector (health, agri-
culture, business, etc.). They will work

* See Glossary.

with their same groups 2 different times. At the end, they will develop their own non-formal education experience based on their jobs. Like groups are important to make the session work.

20 min

3d. Groups report out. Approximately 3-4 minutes each. Let other groups comment and ask questions.

10 min

3e. After all report out, comment on some of the similarities and differences in their criteria. Process by asking:

"As a result of this exercise, what things struck you about the way you learn?"

"How similar/different are the ways you learn from the ways others learn?"

"Although the majority of you may not be in formal teaching positions, how might you use some of these ideas or criteria when you share skills and information with counterparts and others with whom you will be in contact?"

<u>Preparing for Non-formal Education with Adults: Lecture</u>

<u>TRAINER'S NOTE</u>: This brief lecture is intended to supply participants with information about adult learning that they did not generate, and to summarize what they generated.

Lecture: Present newsprint with the following 5 teaching-learning principles:

Sample Newsprint

Teaching-Learning Principles
1. Perceived Purpose
2. Individual Differentiation
3. Appropriate Practice
4. Knowledge of Results
5. Graduated Sequence

The following could be used as the basis for your explanation:

"One formula for helping adults learn effectively is to incorporate the following teaching-learning principles* into any non-formal situation where you are transferring skills and/or knowledge. It is helpful to design situations based on the following:

1. <u>Perceived Purpose</u> - let the learner know why it is important or useful that he/she have certain knowledge or skills (e.g., growing a window garden can save money).

2. <u>Individual Differentiation</u> - consider the learner and the context within which he/she learns (e.g., one person might learn by your explanation, another may need to see a diagram).

3. <u>Appropriate Practice</u> - learners are allowed to actually practice the new skill (e.g., learners practice mixing soils before moving on to do so in the actual plot).

4. <u>Knowledge of Results</u> - each learner is given feedback on how he/she is doing and what could be done better (e.g., a learner is told of his/her tendency to not prepare the soil thoroughly).

5. <u>Graduated Sequence</u> - the learning activities are designed to follow a graduated sequence. That is, the matrices flow from easier concepts to more difficult (e.g., learners are taught the theory of mixing soil before they start actually experimenting with their own plots, which might be the last step)."

* Teaching-Learning Principles adapted from Peace Corps Program and Training Journal, Volume 1, No. 6, June 1973.

3 min

Provide them with the handout, "Five
Teaching-Learning Principles."

<u>Applying Knowledge About Non-formal
Education</u>

6a. In order to apply the knowledge
about adult learning in a non-
formal setting, the next step is to
actually share/transfer some
knowledge and skills based on the
criteria the participants deve-
loped. Tell them that they are to
work in their same groups to
complete the following task:

Sample Newsprint

TASK

1. Based on your field of work,
   prepare a 5-20 minute session
   that:

   a) will teach new concepts
      and/or skills to others;

   b) follows your criteria for
      adult learning in a non-
      formal setting as well as
      the teaching-learning
      principles; and

   c) uses various techniques.

All group members' should partici-
pate in the session in some way.

Tell them that they may make audio-
visuals; they can take people out
of the classroom (but not too far);
and that they should be as creative
as possible. You will also provide
them with a handout on non-formal
education activities that they can
use as a resource.

6b. Groups prepare their sessions.
(Preparation can occur outside of
the session. They should be
given the assignment to work on.)
Give each participant a copy of
the handout, "A Partial List of
Non-formal Education Activities".

1 day

— — — — — — — — — — — — —

NEXT DAY

— — — — — — — — — — — — —

7a. Groups present their sessions.
After each session, first ask the
presenters:

"Did you achieve what you wanted to
achieve?"
"What went well/not so well?"
"Did it meet your criteria?"
"What would you do differently?"

Ask the other participants:

"What went well/not so well?"
"What could they do differently to
improve it?"

Repeat this for each group.

1 hr 40 min

Summary and Closure

8a. Acknowledge the work the group has
done to:

2 min

o define adult learning in a non-
formal setting;

o develop criteria; and

o design their own sessions.

Explain that this overview of adult
learning in a non-formal setting is
the foundation for sessions to
come, such as those on group dyna-
mics and leadership development.

Advise participants that by writing ICE
(Information Collection & Exchange) at
Peace Corps/Washington, they can obtain

156

non-formal education manuals specific to
their sector.

8b. Preview next session.

8c. Close this session.

SESSION 6:   PROBLEM SOLVING

RATIONALE:

Peace Corps Volunteers are continually
faced with situations that require the
ability to solve problems. The nature of
the problems ranges from decisions about
development projects to everyday personal
issues. This session is designed to help
participants sharpen and practice their
problem solving skills by introducing and
practicing a 6-step problem solving
approach. The purpose of the session is
to provide participants with a theory and
framework for solving problems which can
be adjusted to participants' own styles
and needs.

TRAINER'S NOTE: Ideas for the problem
solving approach introduced here are
based on the Universal Traveler, by Don
Koberg and Jim Bagnall, and the YMCA
Handbook, Training Volunteer Leaders.
Another approach, force field analysis,
is introduced in the [In-Service
Training Manual under the section] on
Working With Counterparts.

TOTAL TIME: 2 hours 30 minutes plus
            15-minute break.

GOALS:

1.   To provide participants with a theory
     and framework for solving problems.

2.   To practice solving problems using
     the 6-step approach.

TRAINER PREPARATION:

1.   Brief other trainers on their roles
     and expected outcomes of the session.

2.   Prepare your newsprint.

MATERIALS:

   - newsprint
   - markers
   - pencils and paper

PREPARED NEWSPRINT:

- Session Goals (step 1b)
- Best Solution Chart (step 10b)

HANDOUTS:

- "Six-Step Problem Solving Approach"
- "Form for Charting a Problem Solving Discussion"
- "Case Study: The Peace Corps in Hidden Valley"

PROCEDURES:

Opening Statement and Goals

2 min   1a. Explain to participants that Peace Corps Volunteers are often faced with situations (both personal and professional) that require them to find creative solutions to problems. The main purpose of this session is to provide a theory and framework for solving problems, which can later be adjusted to participants' own styles and needs.

1b. Read goals from newsprint.

Overview of a 6-Step Problem Solving Approach

1 min   2a. Mention that there are many ways to approach problems, and that no one way is the best. What works depends on the individual and the circumstances involved. For purposes of this session, however, you are going to present one method that each participant can modify for his/her own purposes.

5 min   2b. Distribute the handout, "Six-Step Problem Solving Approach," and ask participants to review it.

3 min   2c. Review the 6 steps with the participants and be sure everyone understands the steps. Explain that this is meant to be only a

- 146 -

review. A closer look at this
approach will take place in the
following steps.

3a. Have the group choose two problems
that they would like to work on.

3 min

TRAINER'S NOTE: It is most beneficial
if they choose real and current
problems such as adjusting to new
surroundings, or Peace Corps Volunteer
life.

3b. Divide participants into two groups.
Set up a fishbowl situation where one
half of the group (Group A) sits in
the center of the room and the other
half (Group B) surrounds them:

```
            ***B****
          *          *
        *    *A*       *
      *      *    *      *
     *      *       *      *
     *      *       *      *
      *      *****       *
       *              *
        * ** * * *
```
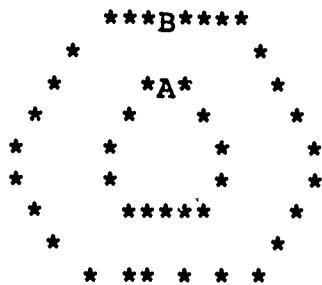
3c. Ask Group A to select one of the
problems, and explain that, while
they work on the problem, Group B
will observe Group A's discussion and
chart the sequence of the discussion
using the "Form for Charting a
Problem Solving Discussion."
Emphasize that the purpose of this
exercise is to examine how groups
solve problems. Distribute the forms
to Group B and briefly review them.

3d. Group B charts as Group A discusses.

10 min

3e. Reverse groups. Group B discusses
other problem as Group A charts.
(Distribute charts to Group A.)

10 min

- 147 -

160

Processing of Fishbowl

10 min

4a. Ask the following questions:

- o (Ask Bs) What pattern did Group A tend to follow when it discussed its problem?
- o (Ask As) What pattern did Group B tend to follow when discussing its problem?
- o What were some of the difficulties in following the problem solving sequence?

2 min

4b. Make a transition to the next activity by stressing the following points:

- o We often have the tendency to jump from identification of the problem directly to the solution.
- o Sometimes we don't even work on the real problem and we get a good solution to the wrong problem.
- o More time is usually needed to clarify the problem and to develop and test solutions.

15 min

5a. Break.

Practice at Identifying the Problem (Step 1)

1 min

6a. Explain that in this activity participants will practice the first step in identifying problems. Mention that we often shortcut the problem solving process by working on the wrong problem. This specific exercise is designed to help identify the problem and develop a pattern for group problem solving.

2 min

6b. Distribute copies of the handout, "Case Study: The Hidden Valley." Ask participants to read the case study and then work in pairs to develop a statement of the problem the Peace Corps Volunteer faces. Using prepared newsprint, explain:

Sample Newsprint

```
┌─────────────────────────────────────┐
│              TASK                     │
│                                       │
│   Develop a statement of              │
│   the problem the Peace Corps         │
│   Volunteer· faces                    │
│                                       │
│   Write the problem on news-          │
│   print & post it on the wall         │
└─────────────────────────────────────┘
```

6c. Individuals read case and pairs   20 min
    work on the task.

6d. Ask each pair to identify their   5 min
    statement and explain why they
    phrased their statement the way
    they did.

6e. Have participants discuss the dif-   10 min
    ferent statements until they can
    come to a general agreement on what
    the critical problem is in this
    case.

TRAINER'S NOTE: If the the group can-
not come to consensus on the problem,
take a majority vote.

Practice at Stating the Problem
(Step 1 cont.)

7a. Ask the following questions: 5 min

    o What did you see as the diffi-
      culties in stating the problem?

    o What dilemmas can this lead to
      in the problem solving process?

    o How can you avoid these dilemmas?

TRAINER'S NOTE: The following is an
alternate design you can use here instead
of the previous 3 questions in step 7.

- 149 -   162

10-15 min

MATERIALS: Two pieces of string and a
             small object of some weight
             (pliers)

PROCEDURES:

1a. Suspend two strings from the ceiling,
    hanging free. The strings should be
    long enough so they can be tied
    together but far enough apart so a
    person can't reach the second string
    when he has hold of the end of one
    string. (Two 8-foot strings hung 15
    feet apart should do it.)

2a. The problem is for one person to tie
    the ends of the two strings together
    with no tools to help other than the
    pair of pliers.

    State the problem in the form of a
    question, such as:

        "How can I reach the other string?"

3a. Work in pairs. Each pair should come
    up with a question. Have them report
    their questions.

    Repeat. Keep working in pairs until
    a question is developed which in
    itself suggests the solution.

TRAINER'S NOTE: This question should be,
"How can I make the other string reach
me?" If the problem is instantly solved
before questions have been formulated (as
could happen with some mechanically
minded member) the leader may go on to
explain that such a person has intuiti-
vely posed the question. If you were to
ask him/her to explain how she/he arrived
at a solution, she/he is likely to
explain it in terms of a question that
had instantly formed in her/his mind.

4a. As quickly as they phrase the problem
    this way, they see that this can be
    accomplished by tying the pliers to
    the end of the other string and
    giving it a swing. While it is

- 150 -

(Continued)
swinging they can get the first
string and then catch the pliers.

5a. When facing a problem which has been
clearly identified, it is usually
helpful to develop a number of
questions as statements of it. Often
these open the way to solutions.

Practice at Analyzing the Problem (Step 2)

8a. Remind participants of the importance
of step 2, analyzing the problem: it
helps them gather information in
order to fully understand the
problem.

Ask participants to help you think of
ways to analyze the problem that was
identified in step 6e. (e.g., discuss
what is involved in the problem;
what contributes to it; who knows
about it). As they think of ways,
write them on newsprint. Your
newsprint might look like this:

5 min

Sample Newsprint
Analyzing Methods
o find someone who is an expert and ask him/her
o talk to someone
o

8b. Ask the group what sorts of things
they think they might find out if
they were able to thoroughly analyze
the Hidden Valley problem.

5 min

Practice at Developing Alternative Solutions (Step 3)

9a. Explain that once the problem has
been analyzed, they are ready to
develop tentative solutions. Ask the
participants to quickly brainstorm as
many logical solutions as possible.
List the solutions in brief sentences
on newsprint.

3 min

- 151 -

3 min

9b. Ask participants to select 3-5 solu-
tions they think might work. Circle
them on the newsprint. Assign a
number to each solution.

Practice in Selecting the Best
Solution (Step 4)

3 min

10a. Talk about the fact that the group
now has a few potential solutions.
For purposes of this next exer-
cise, you would like them to prac-
tice selecting the best solution.

Mention the need to consider
various factors in selecting the
best solution to a problem. The
best solution can depend on ease
of implementation, which may
depend on: (use newsprint)

Sample Newsprint

> o practicality of solution
> o time required
> o budget
> o human resources needed
> o willingness of people to
>   be flexible
> o
> o

Ask participants if they can add
any other items that you have not
listed.

10 min

10b. Present the "Best Solution Chart."
On prepared newsprint:

Solution	1	2	3
Impractical to implement			
Some dif-ficulty in implementing	.		
Easy to implement			
Really solves the problem	yes no	yes no	yes no

In the large group, go through each of
the solutions generated by the group in
step 9b. With suggestions from the
group, put a check in the appropriate
cclumn for ease of implementation and
check off if the solution would really
solve.the problem.

10c. Using information from the chart,
discuss and determine which of the
solutions would be the best and why.

Implementing and Evaluating the
Solution (Steps 5 and 6)

11a. Stress that implementing the solu-
tion and evaluating it are impor-
tant. These two steps will be
discussed in more detail in Session
10, which deals with project
planning and management. The pur-
pose of this session is to introduce
participants to the process.

Processing and Summary of Session

12a. Remind participants that they have

o   been introduced to a 6-step
problem solving model

o   practiced the steps of

-   identifying the problem
-   analyzing the problem
-   developing alternative solu-
tions
-   selecting the best solution

Ask:

-   How might you use this process
as a Peace Corps Volunteer?
-   How might you have to alter it
to suit your needs?
-   When do you think it would be
the most appropriate to
use?

12b. Preview the next session.

12c. Close this session.

SESSION 7:   WORKING WITH OTHERS:
              VOLUNTEER STYLES AND
              APPROACHES

RATIONALE:

During their two years' service, Peace
Corps Volunteers will find themselves
interacting at many levels (community,
ministry, group) on which they may not
have had experience. Even for older
Volunteers who have, in fact, had jobs
beyond college, some of the interactions
are new. Often an interaction (e.g.,
Volunteer as manager or teacher) may
appear to be the same as something the
individual did pre-Peace Corps. This can
be deceiving. The intricacies of the new
culture, language, and day-to-day norms
can make what looks like a similar
situation actually very different. The
Volunteer often cannot count on "having
all the skills." Those skills may need
some adaptation in order to fit the ever-
so-subtly different situation in-country.

This session is designed to help par-
ticipants examine their personal styles
of working with others, and to consider
the need to alter those styles in given
situations in-country.

There are two options for step 1:

Option 1 is designed especially for par-
ticipants who have attended a CAST/CREST.
It is a follow-up to their CAST/CREST
session on the role of the Volunteer as
helper and consultant.

Option 2 is designed especially for par-
ticipants who have not attended a
CAST/CREST. It will provide them with a
brief introduction to the role of the
Volunteer as helper and consultant, as a
preview to the new concepts in this
session.

Both options 1 and 2 follow the same
lesson after step 1.

TOTAL TIME: Approximately 1 hour 45 minutes

GOALS:

1. To explore different styles of working with men/women.

2. To help each participant determine his/her own general work styles and assess the consequences of those styles.

3. To discuss how individual styles can be adapted when necessary to produce more effective work/ personal relationships in-country.

TRAINER PREPARATION:

1. Distribute the Working Style Inventory to the participants the day before this session. Ask them to complete and score it before they come to the session. It will take them at least 30 minutes to complete. The first page of the Inventory has instructions for completing it. The instructions for scoring are at the end. When you distribute it, explain that the purpose of the inventory is to help participants identify patterns in their working styles. The session itself will discuss their styles in more depth.

2. Brief other trainers on their roles and responsibilities.

3. Familiarize y urself with the Working Style Inventory and the different styles so that you can answer any ·questions.

4. Prepare necessary newsprint/ blackboards and handouts.

MATERIALS NEEDED:

- newsprint
- markers
- pencils and paper

PREPARFD NEWSPRINT:

- Continuum of volunteer styles
  and approaches (step 2b)

HANDOUTS:

- Working Style Inventory
- Description of Four Working
  Styles

PROCEDURES:

```
┌─ ─── ─── ─── ─── ─── ─── ─┐
│         OPTION FOR TRAINEES WHO          │
│      HAVE ATTENDED A CAST/CREST          │
│                                          │
│  Option 1:   FOR PARTICIPANTS WHO HAVE   │
│              ATTENDED A CAST/CREST       │
│                                          │
│   Opening Statement/Goals                │
│                                          │
│ 1a. Remind participants that in their    │
│     CAST/CRFST they were introduced to a │
│     unit called "the role of the Volun-  │
│     teer as a helper and consultant."    │
│     There was a session on "Helping      │
│     Skills" where 3 participants worked  │
│     together to discuss situations and   │
│     problems.  Another session was on    │
│     "Consultant Skills" where groups of  │
│     Peace Corps Volunteers consulted     │
│     villages on building schools and     │
│     establishing water projects.  "This  │
│     session is a follow-up to the other  │
│     two.  It is designed to help us look │
│     at the different personal styles we  │
│     use in working with others, whether  │
│     it be in a one-on-one helping rela-  │
│     tionship or in consultation with     │
│     groups.  By the end of the session,  │
│     everyone should have a good idea of  │
│     his/her general style.  The sc.les   │
│     you completed and scored will help do│
│     that.  We will use them again in a   │
│     few minutes."                        │
│                                          │
│ 1b. Read the goals from newsprint. ─── ─┘│
└─                                          │
```

3 min

```
┌─────────────────────────────────────────────┐
│        OPTION FOR TRAINEES WHO                │
│     HAVE NOT ATTENDED A CAST/CREST            │
│                                               │
│   Option 2:   FOR PARTICIPANTS WHO HAVE       │
│               NOT ATTENDED CAST/CREST         │
```

3 min

```
  1a. Mention that Peace Corps Volunteers
      usually find that during their two
      years of service they form both
      personal and work relationships
      with various individuals.  Some-
      times the relationships are formed
      on a one-on-one basis and other
      times with a group or community.
      In either case, it is important
      to be aware of one's own style of
      working with people.  "This session
      is designed to help you look at the
      personal styles you use in dealing
      with people.  By the end of the
      session, you should have a good
      general idea of your working style.
      The inventory you completed and
      scored will help do that.  We will
      use it again in a few minutes."

  1b. Read the goals from newsprint.
```

Explanation of Inventory

1 min

```
  2a. Ask participants to take out the
      Working Style Inventory they
      completed.

  TRAINER's NOTE:  Make sure everyone has
  completed and scored the inventory.  If
  they have not, allow a few minutes for
  doing so.
```

2 min

```
  2b. Refer to a prepared newsprint of
      the continuum of volunteer styles
      and approaches.  Explain the chart.
```

Sample Newsprint
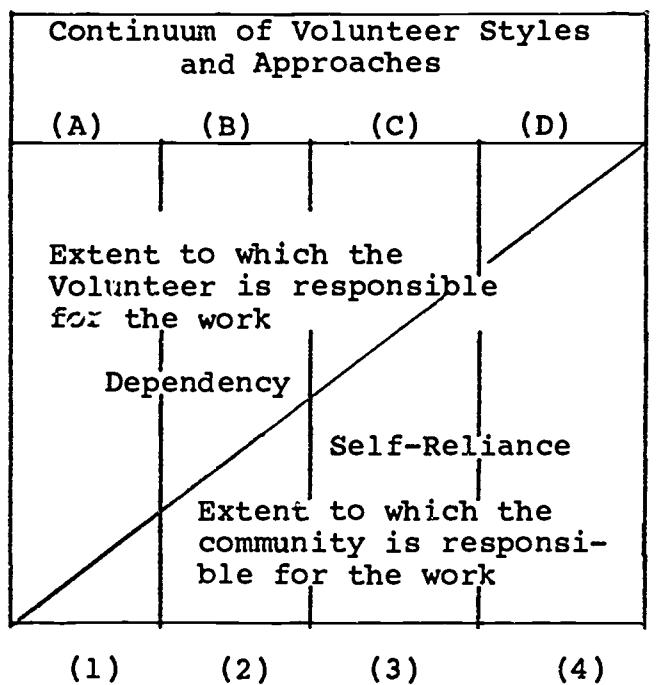
```
┌─────────────────────────────────────────┐
│  Continuum of Volunteer Styles          │
│         and Approaches                   │
│                                          │
│  (A)      (B)       (C)       (D)        │
├─────────────────────────────────────────┤
│                                          │
│                                          │
│  Extent to which the                     │
│  Volunteer is responsible                │
│  for the work                            │
│                                          │
│     Dependency                           │
│                                          │
│              Self-Reliance               │
│                                          │
│     Extent to which the                  │
│     community is responsi-               │
│     ble for the work                     │
│                                          │
└─────────────────────────────────────────┘

   (1)       (2)       (3)       (4)

 Direct    Demon-   Organiz-  Indirect
 Service   stra-    ing with  Service
           tion     Others
```

Ask participants to look at their
scores. Explain that according to this
particular inventory a score of 1 means
a tendency toward direct service; 2
corresponds to demonstration; 3
corresponds to organizing with others;
and 4 means a tendency towards indirect
service.

2c. Pass out the handout that describes   1 min
    each type of service (handout 2 of
    this session).

TRAINER'S NOTE: People often do not
believe they use a certain style. If
this occurs, say that the inventory is
just a tool and is not perfect. Ask them
to go along with the exercise for
learning purposes.

2d. Read the description of each type of   5 min
    service aloud and ask participants to
    follow along. Pause after each style
    for clarification.

3 min

2e. When the descriptions have been read,
go on to explain that there are not
any right or wrong answers or styles.
There are different approaches for
different situations. Even though
the long-range goal is self-reliance,
a situation might dictate that we
choose actions that would fall in the
direct service column in order to
attain short-term goals. For example,
it may be necessary to provide imme-
diate assistance to a malnourished
child by preparing the food yourself,
even though the long-term goal might
be to teach the mother about nutrition.

Lecture on Styles and Stages of
Self-Reliance

2 min

3a. Remind participants that in the
first session the concept of self-
reliance was discussed. Restate the
premise that, as Peace Corps
Volunteers, their goal is to assist
the people they work with to become
more self-reliant. In doing so,
Volunteers help increase local
capacity.

Stress that one's style as a develop-
ment worker can have a positive or
negative impact on the goal of self-
reliance. Explain that it is not a
question of good and bad styles, but
rather that different stages of deve-
lopment, of a counterpart, a project,
a community, require different
approaches.

10 min

3b. Explain that individuals and groups
alike progress from needing assistance
with a project to being able to manage
on their own. For the purpose of this
exercise, a model will be used show-
ing 5 stages to self-reliance. Give
an example of working styles that
might be appropriate for each step,
as indicated in the following dialog.

(Use prepared newsprint)

- 160 -

Sample Newsprint	Your Explanation
Stage 1: Beginnings	"In the beginning stage, the group has never worked together. They may not know each other well. They may not even be aware of their resources. They may not believe it is possible to make improvements. A Peace Corps Volunteer might use a combination of direct service (something that establishes credibility) and demonstration (for example, the fattening of a pig)."
Stage 2: Determining goals and objectives (what)	"To help the group determine <u>what</u> it is to achieve, the Volunteer might provide indirect service by helping the group define its needs."
Stage 3: Identifying (how)	"The group next decides <u>how</u> to go about achieving the goals. The Volunteer might combine demonstration (training sessions on how to fatten the pig) along with indirect service (facilitating decision making)."

- 161 -

173

Sample Newsprint   Your Explanation

Stage 4: Implementa- tion (activity)	"When the group is actively involved in the activities that help them reach their goal, the Peace Corps Volunteer might use a bit of each of the 4 styles, emphasizing organizing with others, so that leadership is built among those who will remain with the project and so that local capacity is increased."
Stage 5: Self- Reliance	"Once true self-reliance is established, the Volunteer may not be needed. If there is any involvement at all, the primary style used by .the Peace Corps Volunteer would probably be organizing with others, to help the group plan or communicate effectively. S/he would work <u>with</u> the leadership."

3c. Summarize that "different styles or combinations of styles may be called for at different times depending on:

o the circumstances
o the urgency of the task
o what people are expecting of the Volunteer
o whether the project is at stage 1, 2, 3, 4, or 5
o whether one is addressing a long-term or short-term situation."

Sometimes a Volunteer may need to use all 4 work styles on different days of the week for the same project.

Group Work

4a. Mention that whatever the style, there are consequences for how a Volunteer works. Because a combination of styles is often what works best, you would like participants with similar styles to talk about the advantages/disadvantages of their styles and how they can adapt some of the other styles. Designate one place for all the people whose scores indicated they have a tendency toward "direct service" to meet, one place for the "demonstration" people, one place for the "organizing with others" people, and one place for the "indirect service" people.

5 min

TRAINER'S NOTE: If you find that the group is not fairly evenly divided into the 4 types, you have a few alternatives.

1. Break a group that is very large into two groups. As long as there are 3-4 people in a group, it can function satisfactorily.

2. If one group is very large and another very small, ask a few people from the large group if they would mind working in another group. (This will work especially well if someone has a fairly high score anyway in the style of the other group.) Wait until

- 163 -

you get a sense of how the scores break down, and then assign these people to "needy" areas.

Explain this task using prepared newsprint.

Sample Newsprint

Task
1. Review description of your style.
2. What are its advantages/ disadvantages in terms of helping people work toward self-reliance?
3. What kinds of conditions should be present for using this style to work?
4. What kinds of conditions would cause you to use the other styles? Be prepared to report.

20 min

4b. Participants work in groups for 20 minutes.

Approximately
20-25 min

4c. Ask groups to make reports, approximately 5 minutes per report. (After each report, ask for questions or comments from other participants.)

Processing of Session

15 min

5a. State that the participants have looked at how they would approach certain situations. Ask the following questions:

"Given what you know about your community and work situation, what style do you think might be most effective, at least initially? How do you find out which style is best to use?"

"Which style is most difficult? Easiest? Why?"

- 164 -

"How might you alter your style if your group were all women as opposed to all men?"

"What changes do you want to work on over the next month or two that will help broaden your range of working styles?"

Summary and Closure

6a. Review the purpose of this session: 2 min

o   to examine different work styles

o   to discuss the consequences of each

o   to look at some ways styles can be altered

Suggest that they keep this information in mind and watch their own styles. "You may see yourself altering them during training, given the many situations in which you are involved. Ask other participants and trainers to monitor your progress in altering your style."

6b. Preview the next session.   1 min

6c. Close this session.   1 min

SESSION 8: COMMUNITY ANALYSIS

RATIONALE:

The Peace Corps Volunteer's initial entry
into a community can determine how s/he
will be accepted by that community. If
the Volunteer is able to make that ini-
tial entry a positive one, his/her chance
for achieving credibility and additional
success is increased. Being able to make
the entry a positive one means having
enough information so that the Volun-
teer's actions and decisions are appro-
priate, based on what is going on in
that community. The community is a
system in and of itself. Volunteers need
to know how best to analyze the community
as a system upon entry.

The purpose of this session is to provide
participants with tools for understanding
a community as a system. The session
calls upon skills (such as interviewing,
research, and observation) they learned
in Part II of "Information as a
Development Tool," and provides addi-
tional skills in community analysis.

TRAINER'S NOTE: After participants have
completed this session, you may want to
send them on a field trip, or have them
do a community analysis of the community
in which they are currently working.

TOTAL TIME: Approximately 1 hour 45 min-
            utes (if you choose to do
            skits in step 6a, add at
            least 30 minutes and a break)

GOALS:

1. To provide participants with a method
    for analyzing any given community.

2. To establish the importance of ana-
    lyzing a community before making
    judgments about that community.

3. To determine various strategies for
    gathering data about a community.

TRAINER PREPARATION:

1. Familiarize yourself with the KEEPRAH method of community analysis (Handout 1) so that you can deliver the explanation that begins with step 2a.

2. Brief other trainers on their roles and expected outcomes of the session. Ask host country representatives to be prepared to comment on the appropriateness of the participants' strategies for gathering information in a community, and to offer their own suggestions for sensitively gathering information.

MATERIALS:

- newsprint
- markers
- pencils and paper

PREPARED NEWSPRINT:

- KEEPRAH (step 2a)
- 7 subsystems, 7 newsprints (step 3a)
- Task for analyzing home towns (step 3a)
- Task for community study (step 4a)

HANDOUTS:

- KEEPRAH: A Model for Community Analysis
- Community Study
- Suggestions for Gathering Community Informatic

PROCEDURES:

3 min   1.a. Remind participants that in Session 3 they practiced information gathering skills such as observation, research, and interviewing. Stress that another important skill they can use to gather information is community analysis.

Write the phrase "community analy-
sis" on newsprint, and ask them
what they think it means. Take
responses. If participants need
prompting,* offer a definition such
as:

o   "Studying the integral parts of the
    community that make it function as
    a whole system."

1b. Since some of the participants may
    have experience in community analy-
    sis, ask them to give you reasons why
    community analysis is important.
    Write their reasons on blank
    newsprint.

TRAINER'S NOTE: If the following points
are not mentioned, it is important that
you mention them. Community analysis is
important because:

1. It can gain credibility for the
    Volunteer

    Community analysis skills can deter-
    mine the Volunteer's initial entry
    into the community. How that initial
    entry is perceived determines the
    amount of credibility the Volunteer
    will or will not have. If the
    Volunteer is able to make that ini-
    tial entry a positive one, his/her
    chance for additional success is
    increased.

2. It helps the Volunteer learn about
    the community before making hasty
    judgments and mistakes.

    Being able to make the entry a posi-
    tive one means having enough infor-
    mation about the community so that
    the Volunteer's initial actions and
    decisions are appropriate, based on
    what is going on in that community.
    Often a Volunteer makes decisions
    based on limited information about

    * See Glossary.

- 169 -

180

what s/he sees as a problem and then later finds out that the community is in disagreement.

3. <u>It helps Volunteers look at the community as an entire system and not as fragments.</u>

"Getting the whole picture" makes for better judgments, more information, and the realization that in a system such as a community, one aspect is related to and affects another.

1 min

1c. Explain that the purpose of this session is to present and practice a model for analyzing a community as a system that will facilitate a Volunteer's entry into community, job, and relationships.

2 min

1d. Read goals from newsprint.

<u>A Community Analysis Model</u>

3 min

2a. Explain that the method you will introduce can be used for analyzing any community as a system. The name of the method is <u>KEEPRAH</u>. What is analyzed within the system are called subsystems. Using newsprint, write out:

K inship
E ducation
E conomics   As you write,
P olitics   explain that each
R eligion   of these are
A ssociations   subsystems.
H ealth

10-15 min

2b. Describe the subsystems by using prepared newsprint for each. The text on the right provides a sample on which you can base your explanation. At the end of your explanation of each subsystem, ask participants if they want to add anything to the newsprint regarding that subsystem.

Provide participants with handout
"KEEPRAH: A Model for Community
Analysis," so they can take notes.

TRAINER'S NOTE: Another approach is
for you to have participants define
what the subsystems are and/or have
them determine the questions each sub-
system asks. Just make sure to provide
any KEEPRAH information they miss.

Sample Newsprint	Explanation
KINSHIP o descent o authority o inheritance o residence/ habitation o marriage o nepotism o marital status o migration o family o o o o o o	"We look at family background, structure, relationships, etc. Finding out about kinship means answering questions like: What are the origins of the family? Is it matriarchal or patriarchal? Does the extended family live together? Who inherits what? Does the whole family move together?"

Sample Newsprint	Explanation

EDUCATION
 	
o type of education
o traditional vs.
  non-traditional
o books
o libraries
o schools
o teacher
o who attends
o what they learn
o when they attend
o who controls
  schools
o who contributes
  to education
o
o
	"We look at how, and in what, people are educated. It means finding answers to questions such as: What importance is put on education? Who gets educated and in what? What are the attitudes toward education and teachers? What does education mean in this community? What keeps people from going to school?"

- 171 -

Sample Newsprint	Explanation
ECONOMICS o production o distribution o consumption of goods/services o employment o stability of local economy in relation to outside factors o who is in control o types of jobs o ownership o possessions o assets o wealth o rich/poor o o o o o	"We look at what keeps the community going in terms of what is produced within the community and how people earn their livelihood. It answers questions like: How are people employed? What does the community produce? Is it independent or dependent on outside factors for economics? Do people live at subsistence level?"
POLITICS o type of government o serious officials or figureheads o maintenance of law and order o demands on people o attitudes about government o solution of grievances o laws o justice o rights o legal process o o o o o	"We look at the systems of government in the community, and its rules and attitudes about such systems. We can find answers to questions such as: Who are the community's official and unofficial leaders? How do the people feel about their leaders? How do they express their feelings? How is order maintained?"

- 172 -

Sample Newsprint   Explanation

RELIGION
o historical perspectives
o types of religions
o prejudice about religions
o festivals/ holidays/rites
o creeds, beliefs
o participation
o churches
o ministers
o congregations
o
o
o
o
o

"We look at the religious struc- ture and beliefs of the community and how they effect the way the community func- tions. What reli- gions exist? Which one is most prominent and how do its adherents feel about others? What do people believe and how do they show it? How much power does religion (or reli- gious figures) have in politics?"

ASSOCIATIONS
o unions, farm groups, co-ops, federations, societies
o class structure
o social mobility
o racial, ethnic tensions
o sports
o
o
o
o
o

"We look mainly at how people align themselves with one another and with their beliefs. What clubs and groups do people belong to? What sports do they play? How does their asso- ciation with any group (club or ethnic) affect how they are perceived by the rest of the community?"

- 173 -

184

Sample Newsprint   Explanation

```
+--------------------+
|      HEALTH        |
|                    |
| o major illnesses  |
| o hospital         |
| o type of          |
|    medicines/      |
|    treatments      |
| o doctors          |
| o beliefs          |
| o dentist          |
| o pharmacy         |
| o ambulance        |
| o water supply     |
| o                  |
| o                  |
| o                  |
| o                  |
| o                  |
| o                  |
| o                  |
| o                  |
+--------------------+
```

"We examine health practices in the community. Researching it would mean finding out answers to questions such as: Is traditional or modern medicine practiced? What do people believe about health? Who do they believe? Where do they go when someone is sick? How do health practices or lack thereof affect the community?"

Analyzing Home Towns

3a. Explain that it is easier to start practicing community analysis skills with a community that is familiar. Have participants think about a community they know well: one where they were born and/or raised, or one they have lived in recently. Working individually, have them take their community through the 7 KEEPRAH subsystems. Have them describe on paper what they know about their community.

For instance (change this explanation to fit you), "if I were to analyze the kinship in my home town, I would say that the nuclear family in my community usually consists of mother, father, and three children. Grandparents live in apartments or rest homes. It is a patriarchal society where marriage is considered important. Mothers usually take care of children, etc."

- 174 -

185

Explain the task using newsprint:

Sample Newsprint

```
-------------------------------------
|               TASK                |
|                                   |
|  - Analyze your community based   |
|    on the 7 subsystems.           |
|                                   |
|  - Write a few sentences for each |
|    subsystem which describes your |
|    community.                     |
-------------------------------------
```

3b. Participants work individually to analyze their community.   10-15 min

3c. Ask participants to pair up with one other person and to describe their communities to each other based on the KEEPRAH system. Pairs share their analysis.   10 min

3d. Bring everyone back together and ask the following questions: 5 min

"What was it like to analyze your own community?"

"What was easy? What was difficult?"

"What new things did you learn about your community that you might not have realized before?"

"For which subsystems did you have the most information? The least?"

State that even after doing a complete community analysis, you often need more information. That is why practicing this skill is so important.

Analyzing a New Community

4a. Tell participants that another way to practice is to try KEEPRAH out with communities that are less familiar. The next exercise is designed to provide that practice. Explain that they will be assigned to examine a   5 min

- 175 -

community. The community will be
briefly described on a sheet of
paper.

"You are to pretend that you are a
Peace Corps Volunteer newly
assigned to a community. You have
not made formal entries to job or
community, and you want to gather
as much information as possible so
that you are well-informed. In
groups of 6, decide what infor-
mation you have, what information
is lacking, and how you would get
that information."

Sample Newsprint

```
┌─────────────────────────────────────┐
│               TASK                   │
│                                      │
│  o Read the description of your      │
│    community.                        │
│                                      │
│  o Reviewing KEEPRAH, decide what    │
│    information is lacking and        │
│    what questions you still need     │
│    answered.                         │
│                                      │
│  o Choose strategies for gathering   │
│    the necessary information.        │
│                                      │
│  o List the strategies on newsprint  │
└─────────────────────────────────────┘
```

4b. Pass out the community study:
    Taralondo. Participants break into
    groups and work on task.

4c. Groups report out. Ask groups to
    comment on each other's strategies
    (approximately 3 minutes per
    group).

Processing of Small Group Work

5a. Ask the following questions:

    "What was it like to apply KEEPRAH
    to a community with which you are
    not familiar?"

"How difficult/easy was it for you
to determine the information
needed?"

"How similar/different were the stra-
tegies that different groups
suggested for gathering the infor-
mation?"

TRAINER'S NOTE: At this point, you can
ask Host Country Representatives to com-
ment on the appropriateness of the stra-
tegies groups chose. Host Country
Representatives should also make a state-
ment on the most appropriate ways/least
appropriate ways to gather information in
the host country. (No more than 5
minutes.)

"Based on what you have heard, how
can you go into a community and
gather information in a sensitive
way? How can you avoid appearing
nosey?"

TRAINER'S NOTE: Another option here is
to have participants break into small
groups to develop skits that would
model* community analysis information
gathering in a way that would create a
positive impression. (For contrast, half
the group could develop skits that would
model community analysis information
gathering in a way that would create a
negative impression.) If you choose to
do this, discuss the skits, have Host
Country Representatives respond. Follow
discussion with the remaining questions ,
summary/closure.

"In what ways might being a stranger
impact on your information gathering
and even acceptance into the
community?"

"When is your community analysis
complete?" (The response should be
that it is never complete - a Peace
Corps Volunteer should constantly be
gathering information and willing to

* See Glossary.

change ideas/strategies based on new
information.)

"What will be your plan of action
for applying KEEPRAH when first
going into a community (field trip
or· site?)"

TRAINER'S NOTE: Step 7 should refer to
an actual field trip, site survey or
community entry.

Summary and Closure

3 min   6a. Summarize the session by covering
the following points:

o participants were told about the
importance of analyzing a com-
munity before drawing conclu-
siors and passing judgments
about that community

o they practiced developing stra-
tegies for analyzing a community
as a system

o they shared some ideas about
sensitive ways to gather
information

Stress that a person cannot expect to
get all the information in a short
amount of time. Doing so could cause
distrust from the people in the com-
munity. Mention that there may be some
questions that never get answered.
"However, in looking at the community
as a system and using an approach that
gives us basic information, we can make
our initial entry and, hence, volunteer
service more effective."

1 min   6b. Distribute handout #2 on suggestions
for gathering community information.

1 min   6c. Preview the next session.

1 min   6d. Close this session.

SESSION 9:   COMMUNITY LEADERSHIP

RATIONALE:

When first in-country, Volunteers may not
be aware that the structure of leadership
in their host country community may
differ from the structure of their com-
munity back home in the United States.
Also, as they get involved in community
work, they begin to realize that things
may not really be as they seem. That is,
the obvious, formal leaders may not
always have all the power.

In Session 8, "Community Analysis," par-
ticipants were introduced to KEEPRAH and
the subsystem of politics. They
discussed the fact that both formal and
informal leaders do exist. The intent of
this session is to help participants exa-
mine the qualities of leaders and how
leadership concepts compare between the
United States and host culture. The
topic of varying types of informal
leaders is also covered, as well as how
leaders can be utilized in strengthening
Peace Corps Volunteer efforts.

TOTAL TIME: Approximately 1 hour 10 minu-
              tes

GOALS:

1. To determine leadership qualities as
    defined in the U.S. and in the host
    country.

2. To define various types of formal and
    informal community leaders, the roles
    they play, and to discuss the vali-
    dity of all types.

3. To look at ways of identifying com-
    munity leaders and utilizing their
    skills.

TRAINER PREPARATION FOR SESSION:

1. Brief other trainers on their roles
    and the expected outcomes of the
    session. You will need at least 3

host country representatives for step 2b. Ask them to be ready to work in their own group to identify typical formal and informal leaders in their culture. They should also be prepared throughout the session to provide comments on participants' responses about leaders.

2. Familiarize yourself with the handout, "Community Leaders." Make any changes necessary given the host culture. Either be prepared to deliver a lecture on it or discuss it as a handout for step 3b.

3. Prepare newsprint.

MATERIALS NEEDED:

- newsprint/blackboard
- markers

PREPARED NEWSPRINT:

- Goals of session (step 1b)
- Task for formal/informal leaders
- List of types of community leaders for step 3b, if you choose to deliver a lecture

HANDOUTS:

- "Community Leaders"
- "Identification of Community Leaders"

PROCEDURES:

Opening Statement and Goals

1 min

1a. Remind participants of the work they did in the last session on KEEPRAH. "In the subsystem of politics, it became evident that there are formal leaders like the mayor as well as informal leaders such as the priest, the landowner, the local curer, etc. An informal leader is one who might not

- 180 -

officially have power, but whom the
people follow for some reason."

Stress that it is important for the
success of their community projects
that Volunteers be able to identify
all the leaders and work with them.
This session is designed to help
strengthen those skills.

1b. Read goals from newsprint.   1 min

Identifying Leadership Qualities

2a. Mention that our culture teaches us
who the leaders are and what makes
them leaders. Tell participants
that, working in small groups of 4-5,
you would like them to identify some
of those leadership qualities.
Explain that there will be one group
made up of all host country represen-
tatives who will do the same task.
Dividing groups by culture (North
Americans and host country) will
allow some comparison.

2b. Using prepared newsprint, explain the   3 min
following task:

Sample Newsprint

+-------------------------------+
| TASK |
| |
| 1. List 5-6 qualities of a |
| leader in your culture. |
| |
| 2. In a typical community |
| in your culture, who |
| would be the formal and |
| informal leaders? |
| |
| 3. List your responses on |
| newsprint. |
+-------------------------------+

TRAINER'S NOTE: The following is a sample
of what some of the participants' charts
might look like. You can also use some of
these points as examples for the par-
ticipants before they begin the task.

- 181 -

192

Qualities of leaders:

    can gain respect
    have something to say
    care about the people
    know how to listen
    are able to resolve conflict

Formal leaders:

    politicians - mayor, treasurer,
    etc.
    educators
    city council members

Informal leaders:

    college professor
    priest or rabbi

15 min   2c. Participants work on task. As they
              finish, post their newsprints on
              the wall next to each other. Have
              the newsprint from the group of
              host country representatives to the
              far right.

3-5 min   2d. Briefly call attention to the
              responses on the charts completed
              by the North Americans by quickly
              reviewing each one. Then read the
              newsprint posted by the host
              country representative group.

10 min   2e. Ask the following questions of the
              entire group:

          o "What similarities do you see in
             the definitions of leaders and
             examples of formal and informal
             leaders between the North
             American and host country repre-
             sentative lists?

          o What differences do you see?"

          Ask the participants if they have
          any questions about the examples of
          formal and informal leaders given
          by the host country represen-
          tatives. (Allow the host country
          representatives to respond.)

- 182 -

o   "What do these similiarities and
      differences mean to you as you
      start to identify leaders in
      your community?"

      More Information on Informal
      Leaders - Lecture or Handout

3a.   Refer back to the chart the host   3 min
      country representatives prepared.
      Read the titles of typical formal
      leaders they identified. Ask the
      host country representatives:

      "Are there any other formal leaders
      you want to list?

      "Do the formal leaders vary from
      large city to small town? If so, who
      would be the formal leaders in a
      large city? in a medium-sized town?
      in a small town?"

      Ask the participants if they have any
      more questions about formal leaders.

3b.   Present a lecture that describes the
      6 types of informal leaders outlined
      in the handout. As you describe each
      type, ask participants for examples
      of each type. When you finish the
      lecture, distribute the handout,
      "Community Leaders."

TRAINER'S NOTE: Another option is to
distribute the handout, have participants
read it, and then discuss it as a group.
Add 5 minutes extra if you do this.

      Identifying Leaders

4a.   Explain that the next exercise is
      designed to help participants put
      some of the theory about leaders into
      practice. "You will identify dif-
      ferent types of leaders who could
      help you fulfill a community need.
      This exercise is similar to what you
      will do as a Peace Corps Volunteer."

- 183 -

194

Continue to explain that all par-
ticipants are to assume that they are
Peace Corps Volunteers in community
X.   "The people in community X have
decided that their greatest need is
to have a health clinic planned,
built, and run. You, as a Peace
Corps Volunteer, will be helping them
to meet that need. Your task is to
determine which types of community
leaders can best assist in meeting
the need."

Sample Newsprint

```
+-------------------------------+
|            TASK               |
|                               |
| Determine which types of      |
| community leaders can best    |
| assist in meeting the need    |
| of planning, building, and    |
| running a health clinic.      |
|                               |
| Complete the chart 'on        |
| Identification of Community   |
| Leaders.                      |
+-------------------------------+
```

TRAINER'S NOTE: You can change the com-
munity need. Select the need that best
suits your group. It can be a health
clinic, a school, a water project, etc.

4b. Explain that they should fill out
     the chart on identification of com-
     munity leaders. Distribute the
     chart (handout 2) to everyone.
     Read it together. Then ask par-
     ticipants to work in pairs.

4c. Participants work in pairs to
     complete chart.

4d. Bring the group back together and
     ask the following:

     "Who were the formal leaders you
        identified? Who could play a
        role? What role?
     Who were the natural leaders?
     Who were the voluntary leaders?
     Who were the speciality leaders?'

- 184 -

195

Who were the prestige leaders?
Who were the institutional leaders?

Which type of leader would be most
helpful for getting the community
need met?

Which type of leader would be least
helpful for getting the community
need met?"

TRAINER'S NOTE: Be sure to ask host
country representatives for their opi-
nions on appropriate leaders and for
their responses to participants'
conclusions about leaders.

Processing of Session   10 min

5a. Ask the following questions:

"What does this say about your role
as a Peace Corps Volunteer in iden-
tifying community leaders?

What pitfalls could there be as a
result of your identification and
use of community leaders?"

TRAINER'S NOTE: If the participants have
difficulty identifying pitfalls, suggest
things such as:

o going through "improper" chan-
   nels by choosing an informal
   leader
o stepping on toes
o hurting feelings

"What are some of the things you
can do to identify leaders in the
community to which you are assigned?"

Summary and Closure

6a. Review the work done in this session.
Participants have:

listed qualities of leaders;
determined samples of typical formal
   and informal leaders;
learned more about informal leaders;
   and

- 185 -   196

identified how they could use some of
the leaders to meet community
needs.

6b. Preview the next session.

6c. Close this session.

SESSION 10:   PROJECT DEVELOPMENT:
               PLANNING/MANAGEMENT

RATIONALE:

Development projects undergo changes and
modifications as they mature. If a pro-
ject loses touch overtime with the
current conditions or original goals, it
may stagnate or, worse yet, create new
problems. Peace Corps Volunteers enter
projects along various points of their
development. Regardless of the time of
entry, Volunteers can bring to a project
fresh creativity and skills that. can
often help a floundering project, or help
create a plan for additional ones.

To assist in the continuation, adjust-
ment, or evaluation of a project,
Volunteers need skills in planning, mana-
gement, monitoring, and evaluation.

This session will help participants learn
and practice planning skills, both indi-
vidually and as part of a team.

TOTAL TIME: 2 hour 50 minutes plus 15
            minute break

GOALS:

1. To improve planning skills through
    the use of proactiv, planning model.

2. To learn and practice basic manage-
    ment techniques and skills, including
    allocation of time and resource and
    contingency planning.

3. To develop effective teamwork skills.

4, Practice role clarification.

TRAINER PREPARATION:

1. Brief other trainers on their roles,
    and the session's expected outcomes.

2. Review concepts of reactive and
    proactive planning (step 3a).

3. Due to the length of this session you may want to conduct it as a morning session or break it into 2 consecutive sessions.

4. Conduct a practice run of each role play with trainers and resource people who will take part in them.

5. Prepare newsprint.

6. Length of session.

MATERIALS NEEDED:

- newsprint and markers
- writing paper and pens for participants

PREPARED NEWSPRINT:

- session goals (step 1b)
- task assignment (step 3d)
- sample chart (step 3d)

HANDOUTS:

- "Life Cycle of a Project"
- "Steps to Proactive Planning"
- "Proactive Planning Chart"

PROCEDURES:

1a. Opening Statement

In introducing the session, mention the following:

o "Most Volunteers work on specific development projects. They may start the project, continue a previous Volunteer's work, or finish up a project that was planned at an earlier date.

o In previous sessions, we discussed ways that Peace Corps Volunteers could have an impact on development, and obstacles which hinder the participation of men and women in the development process, and

o We developed strategies for gathering information about a community.

o This session will help develop project planning skills regardless of when you may enter the project."

1b. Read goals from newsprint.

Life Cycle of a Project

2a. Pass out the handout, "Life Cycle of a Project," and ask participants to take a few minutes to read the handout. As they are reading, ask them to think about what it would be like to enter a project at the different stages.

5 min

2b. Participants read handout.

5 min

2c. Ask questions about the handout:

5 min

"Which stage in the life of a project would be the easiest to enter? Why? The most difficult? Why?"

"According to the handout, at what stage in the life cycle of a project is information gathering, identifying obstacles, and assessing local needs and resources most crucial? Why?"

TRAINER'S NOTE: The best answer to the last question is: during every stage. Mention that "gathering information, identifying obstacles, and assessing local needs and resources are essential for project monitoring and evaluation and must be seen as an on-going process throughout the life of every project."

2d. Explain to the participants that, regardless of what stage they enter a project, they need to assess where it is going, what are the obstacles to getting there, and how

1 min

200

best to proceed. Good planning is essential to accomplishing any of the above.

Planning: Proactive and Reactive

1 min

3a. Explain that there are different approaches to planning, some better than others. Write "reactive planning" on the blackboard or newsprint. Explain that "reactive planning is usually in <u>response</u> to an immediate crisis or <u>problem</u>. Usually in reactive planning you are just putting out fires or conducting 'management by crisis'."

3 min

3b. Ask if any of the participants can give an example of a situation involving reactive planning.

<u>TRAINER'S NOTE</u>: This would be an opportune time for host country representative to share examples of reactive planning from their own experiences. You may need to have an example from your own experience as well.

2 min

3c. Write "proactive planning" next to "reactive planning" on the blackboard or newsprint. Explain that "proactive" means active rather than passive; it involves careful advance planning, setting final goals, and looking at possible obstacles which may come up, and some contingency plans to use in the event of problems.

3d. Ask for an example of proactive planning.

5 min

3e. Help participants generate a list of the advantages/disadvantages to each type of planning.

<u>TRAINER'S NOTE</u>: Some advantages to proactive planning are: helps to organize resources, avoids unexpected events, permits for contingencies, and keeps the end goal in mind. A

- 190 -

disadvantage to reactive planning is
that it keeps things at a crisis pace.

3f. Distribute the handout on steps to
Proactive Planning and review it
with participants. Acknowledge
that there are many ways of
planning, and each person may have
his/her own style. You are
offering this model as a suggested
method - they may want to adapt it
as they work with it.

5 min

3g. Have participants form small groups
of 4-5 and complete the following
task:

Sample Newsprint

```
┌─────────────────────────────────────┐
│             TASK                     │
│                                      │
│ 1. Identify objectives for the       │
│    following goal:                   │
│                                      │
│    "To ascertain your community's    │
│    interests."                       │
│                                      │
│ 2. For each objective list the       │
│    tasks which would be required     │
│    to accomplish it.                 │
│                                      │
│ 3. Discuss whether your plan is       │
│    realistic, feasible?  How will     │
│    you know if you have achieved     │
│    your objectives?                  │
│                                      │
│ 4. Designate a reporter from your     │
│    group to present your chart.      │
└─────────────────────────────────────┘
```

30 min

TRAINER'S NOTE: Remind participants that
objectives must be specific and
measurable. Before participants work on
the task, check to see if they understand
the difference between ascertaining
interests and assessing community needs.
Assessment may find an outsider defining
the needs; it may not reflect the com-
munity's own perception of its needs.
Community interests are the issues or
concerns that the community defines and
wants: they are not always reflected in

- 191 -

202

development planning. Projects which
address crucial needs while responding to
community interests will have the
greatest impact. Feel free to substitute
another goal of your choice.

15 min

4a. Break

Chart Presentations

5a. One member from each small group pre-
sents the group's chart.

TRAINER'S NOTE: After the first chart
presentation limit further presentation
to differences and "points not previously
mentioned."

After the last presentation, ask:

"What about the planning process
seemed particularly difficult?
Particularly easy?"

10 min

"What are some examples of areas in
which you could go no further until
you are at your site?"

"Who would you want to include as
team members in project planning?
How can you try to ensure that that
happens?"

10 min

6a. Briefly discuss the next step in
proactive planning - the management
of a project. Cover the following
points:

o "Project management is the pro-
cess of using human and material
resources toward accomplishing
activities (products, outputs)
necessary to achieve the goals
of a project."

o "A good plan, which clearly
identifies the project goals,
objectives, preliminary resour-
ces needed, and possible
obstacles, is the basis from
which a project manager works."

- 192 -

203

o "A project manager will need to
   schedule project tasks; to
   accomplish the project goals;
   help to clarify roles and
   responsibilities of project par-
   ticipants; and evaluate."

o "Successful management requires
   planning, the right people,
   access to needed resources,
   knowledge and follow - through."

o "A project manager does not work
   alone, s/he will most likely
   work with many people, and a
   good project will involve par-
   ticipation from all affected
   individuals. Participants and
   beneficiaries alike must main-
   tain an open, constructive
   dialogue throughout the life of
   the project."

6b. Explain that you would like them to   30 min
    practice some of these management
    skills. Using the goal and objec-
    tives that they worked on earlier,
    have them in small groups complete
    the Proactive Planning Chart.

TRAINER'S NOTE: You may want to walk
through an example with them using a
flipchart.

7a. After the groups have completed their
    task lead a discussion on the
    following questions.

    "What were some of the dif-   10 min
    ficulties you had in your

- 193 -

204

planning, especially in deve-
loping time schedules and con-
tingency plans?"

"How would you conduct an eva-
luation of this project?"

"What are some of the advantages
of developing contingency
plans?"

"How did your group work as a
team in planning? What are some
of the differences and similari-
ties you see in the plans dif-
ferent groups produced?"

"How can you see yourself
applying this planning/
management model in your
work as a Volunteer?"

Role Clarification

8a. Introduce this activity by
explaining that even the best-laid
plans amount to nothing if the
involved persons do not know what
their areas of responsibilities
are.

For new Volunteers entering a pro-
ject, it is _essential_ that they
clarify their roles with their
superiors, their co-workers, and
the community.

8b. Explain that the next activity will
give participants an opportunity to
practice clarifying their roles as
Volunteers.

TRAINER'S NOTE: Trainers and host
country resource people playing the
non-Volunteer roles in each role play
should be well rehearsed on the issues
they will be addressing. (See Trainer
Preparation of this session.) Keep the
role plays short (no longer than five
minutes), and briefly process at the
end of each. You might want to let
more than one person play the same

role. For example, if a participant
says, "If I were _____, I would have...,"
interrupt and invite him or her to try
the strategy in the same role play.

8c. Ask for Volunteers to assume the
role of a Volunteer entering a
village situation. Provide the
setting and allow 5 minutes for
each role play. After each role
play, provide an opportunity for
the participants to leave the
character they were playing and
return to being themselves. You
may do this by having them read the
role they were given. Now ask them
what it was like playing that role?

Ask the person playing the other
role, "What was happening? How did
you feel?"

Ask the group, "What did you see
happening? What might you have
done differently?"

"How do you see yourselves using
role clarification in your jobs?"

8d. At the end of role plays, summarize
responses, and ask participants to
discuss the consequences of having
unclear roles and responsibilities.

8e. Review the major points covered
during this session. Mention that
this planning model is very useful in
setting personal goals. Encourage
trainees to take extra charts and
work through some personal goal they
may have set for themselves.

8f. Preview the next session.

8g. Close this session.

30 min

RATIONALE:

Peace Corps Volunteers receive months of
training for service overseas. However,
once at their sites and jobs, they face
variables for which they can never be
trained. Unexpected events and per-
sonalities affect their work and personal
experiences; often Volunteers feel a
strong sense of urgency for change.

The purpose of this session is to simu-
late conditions of development work so
that participants can begin to think
about dealing with change and unexpected
situations.

TOTAL TIME: 2 hours

GOALS:

1.   To provide a framework for deciding
     what role to play in Peace Corps ser-
     vice.

2.   To allow problem identification,
     strategy building, and problem reso-
     lution.

3.   To deal with certain variables of
     development work such as ambiguity,
     the implications of working within a
     system as opposed to outside a
     system, and the Volunteer's feeling
     of urgency in the change process.

TRAINER'S NOTE: There are two possible
5-part case studies you can use, "Joe" or
"Pauline."   If the participants have
attended a CAST, they will already have
used Joe.   In that case you should use
"Pauline."   If the participants have not
attended a CAST, choose either case
study.

TRAINER'S PREPARATION:

1. Brief other trainers on their respon-
    sibilities and the expected outcomes
    for the session.

2. Familiarize yourself with the case
    study you decide to use, as well as
    the questions in step 2.

MATERIALS:

-   Newsprint
-   Markers

PREPARED NEWSPRINT:

-   Goals of session (step 1a)
-   Task for discussion (step 2a)

HANDOUTS:

-   "Joe" or "Pauline" (each is a
    5-part case study)

FOR TRAINER ONLY:

-   Questions for the case study

PROCEDURES:

Opening Statement and Goals

3 min

1a. Explain that the purpose of this
     session is two-fold:

o   To simulate the situation of
    development work so that par-
    ticipants can.see how good plans
    and intentions can sometimes
    go awry once a Peace Corps
    Volunteer is at his/her site,
    and

o   To put to use all of the
    development skills the parti-
    cipants have learned in the
    training program so far.

1b. Read the goals from the newsprint.

The Case Study

2a. Explain that, working in small groups of 5-6, participants will examine and discuss a case study. They will receive the case study one part at a time (5 parts in all), and will discuss each part. Mention that after they receive a part and read it, as a group they should discuss the following:

3 min

Sample Newsprint

```
┌─────────────────────────────┐
│         DISCUSS             │
│                            │
│  What is your analysis of   │
│     the situation?         │
│                            │
│  What problems do you see?  │
│                            │
│  How is the Volunteer       │
│     approaching the problem?│
│                            │
│  What alternative strategies│
│     (if any) do you have?   │
└─────────────────────────────┘
```

2b. Break the large group into several small groups in the same room, so that you can manage them and ask questions after each section.

2c. This is the sequence to follow for each part of the case study:

1 hr 40 min (total)

o   Distribute the section

o   Have participants discuss the questions on newsprint in relation to each part (15 minutes)

o   Request that the groups stop discussing. Intervene by asking the questions appropriate to each section. You can stand in the middle or front of the room and conduct the discussion of these questions with all the participants while they remain in their small groups and turn to face you (5 minutes).

o   Distribute the next section and
    repeat the process until all parts
    of the case study have been dis-
    tributed and discussed, and
    questions answered.

TRAINER'S NOTE: See "Questions for the
Case Study" (Joe or Pauline) at the end
of this session for exact questions to
ask, or role plays you can use at the
end of each case study section.

Processing of Session

3a. Have participants bring their chairs
    together into one large group, and
    ask the following:

    "What pressures do you think the
    Peace Corps Volunteer in this case
    study felt?"

    "What are some traps Peace Corps
    Volunteers can fall into as they
    develop their projects?"

TRAINER'S NOTE: If participants have
difficulty with this, here are some
examples you can offer:

Traps of Development

Trap	Signals
You're the expert	- Always coming to you for assistance - Insisting that you have the answers - You're too busy putting out fires to keep to your goals or get other things done - People you are working with don't seem to be developing decision making, problem solving skills, or taking things upon themselves

Trap	Signal (Continued)
I've got so much to give	- You're doing things that don't seem to get picked up on - You generate a lot of ideas, but they don't pick up on them either
They can't do it by themselves	- Thinking you've got to be everywhere
I can't leave what would they do without me	- You find yourself wanting to be involved in every aspect of a project and don't want to pass things on
Running out of alternatives, gas, and hope	- You find yourself saying, "Nothing can be done," "They don't work," "They don't change," "I think I'll go now."

"What are some of the things you can
do to avoid some of these traps?"

CLOSURE

4a. Preview the next session.

4b. Close this session.

FOR TRAINERS ONLY
QUESTIONS & ROLE PLAYS FOR CASE STUDY: JOE

TRAINER'S NOTE: The role plays are optional. When used, they
tend to help participants understand and participate in the
case more thoroughly. If you choose to use the role plays,
select one or two that seem most appropriate. Be sure to brief
the players and give them an opportunity to discuss the role
afterwards. Add approximately 3-5 minutes for each role play.

PART ONE:

1. Do you agree with Joe's reasons for not learning the
    language? Why or why not?

2. What are the advantages/disadvantages of using one communal
    pilot rice scheme?

3. What are the implications of Joe's use of Peace Corps
    resources to assist the project process (Peace Corps' mail
    truck, agricultural programmer, his own travel)?

4. How would you describe Joe's present relationship with the
    chairman?

5. Was it appropriate to concentrate on one cooperative?

PART TWO:

1. At this point, how do you think Joe is feeling?

2. How can Joe tell if the board of directors is really com-
    mitted to the cooperative?

3. What would have happened if Joe had not had money for the
    trip to the ministry? Was this an appropriate use of his
    resources? Why/why not?

Possible Role Play

- The Board of Directors' Meeting. Focus on what to do at this
  point.
- Role play between Volunteer/chairman about what to say in the
  letter to the Ministry and how to get it there.

PART THREE:

1. What role did Joe play in the Ministry meeting? Was it
    appropriate? Why/why not?

2. Were Joe's feelings of betrayal justified? Why/why not?

- 3. What are the implications of the role the chairman played?

4. What were the cross-cultural issues affecting this meeting?

Possible Role Play

- A role play with the Acting Director, the chairman, and Joe, based on whatever strategy the small group develops.

PART FOUR:

1. What were the implications of Joe's conversation with the Minister? What would you have done?

2. Were Joe's actions in taking responsibility for the Embassy's assistance appropriate? Why/why not? What would you have done?

3. How did the chairman feel about the embassy route? What are the consequences of non-involvement? Involvement?

4. At this point how would you feel about your progress if you were Joe?

Possible Role Play

- Role play the taxi ride home between Joe and the chairman.

PART FIVE:

1. What is the status of the project now?

2. What are the major causes of its current status?

3. What would you do next if you were Joe?

4. Why were the Acting Director and the chairman no longer on good terms?

5. How did Joe's "life span" of two years in-country affect his sense of time and success?

Possible Role Play

- An informal meeting between Joe and other Volunteers, who attempt to offer support/consultation about the project.

QUESTIONS FOR CASE STUDY: PAULINE

PART ONE:

1. What attitudes is the Volunteer displaying?

2. What is she attempting to do?

3. What, if anything, do you think she should be doing differently?

PART TWO:

1. What do you think is happening regarding the community center?

2. What went wrong with the latrine project?

3. Do you think she should become involved with the project? If so, how?

PART THREE:

1. Why does the nurse think the Peace Corps Volunteer is an expert?

2. What approach is the Peace Corps Volunteer taking regarding the community center?

3. Are people gaining confidence in her? Why? Why not?

4. What is going on emotionally for the Peace Corps Volunteer?

PART FOUR:

1. How well is the Peace Corps Volunteer handling the situation with the community president? What, if anything would you do differently?

2. What are the Peace Corps Volunteers attitudes about what is going on around her?

3. Do you think she is "going forward in tiny little steps" as she says? Why/why not?

PART FIVE:

- 1. How appropriately did the Peace Corps Volunteer handle her various mini-crises such as the birth of the twins, the stiches and the Caesarean section?

2. What are the implications on the Peace Corps Volunteers giving away the bags of wheat-soy milk blend?

3. What king of situation/role has the Peace Corps Volunteer created for herself in the village?

4. How would you respond to the Peace Corps Volunteer's statement "They need me. Without me, who would help?"?

5. Would you have built a different kind of role for yourself in the village? How so?

6. Should she stay in the village or take the new job? If she stays in the village what should be her approach ?

SESSION 12:   SUMMARY OF DEVELOPMENT
              SESSIONS

RATIONALE:

The last week of training is often sacri-
ficed to the air of excitement, as the
training program concludes and trainees
are sworn in as Volunteers. The purpose
of this session is to review and high-
light the development sessions of the
training program in a structured fashion.
It is also designed to bring formal clo-
sure to the program. The completion of
phase III of the Individual Skills
Inventory allows participants to review
the skills they have acquired during
training. They also look at skill areas
they need to continue to work on, and how
to do that after Preservice Training.

TOTAL TIME: 1 hour 55 minutes

GOALS:

1.   To review and highlight important
     learnings about the role of the
     Volunteer in development.

2.   To identify areas for continued
     learning.

3.   To bring formal closure to the
     training program.

TRAINER PREPARATION:

1.   The day before the session, ask the
     participants to be sure to bring
     their Individual Skills Inventory
     with them.

2.   Brief other trainers on their roles
     and expected outcomes of the session.

3.   Ask host country representatives to
     be prepared to comment on par-
     ticipants' strategies in step 4c.

4.   Review the summary of the sessions
     and be prepared to present it in step
     2b.

5.   Prepare newsprint.

- 207 -

Session 12 p.2
Notes/Summary

PREPARED NEWSPRINT:

- session goals (step 1b)
- newsprint with development
  session (step 2a)
- plans and strategies (step 4c)

HANDOUTS:

None

PROCEDURES:

1 min   Opening Statement of Goals

1a. Explain that the purpose of this
    session is to take a look at what
    participants learned in the last
    few weeks of training.

1 min   1b. Read goals from newsprint.

         Review of the Training Program

2a. List the development sessions
    covered in the training program
    on newsprint. Your newsprint might
    look like this:

                Sample Newsprint

Development Sessions

- Perspectives on Development
- Dynamics of Development
- Facilitating Development: The Role
  of the Volunteer
- Non-formal Education as a
  Development Tool
- Working with Others
- Problem Solving
- Information as a Development Tool
- Community Analysis
- Community Leadership
- Project Development. Planning/Goal
  Setting and Project Management
- Responsibilities of a Development
  Worker

TRAINER'S NOTE: If you conducted only
some of the sessions in this manual,
just list those sessions.

217

2b. Briefly review the content of each
session listed. For example:

"In Perspectives on Development," we
looked at some of our assumptions
about development, and we discussed
self-reliance as an approach to deve-
lopment.

TRAINER'S NOTE: The synopsis of the
session you find in the "overview of the
sessions" (found before the Guide for
Trainers) will help you prepare for this
step.

2c. Based on the sessions that you have
just reviewed, request that par-
ticipants individually identify and
write down ideas which stand out in
their minds as being most important.

2d. Participants write down these ideas.   10 min

Learnings from the Program

3a. Ask participants to form groups of   15 min
5-6 and share the ideas they iden-
tified as most important. They
should look for similarities and dif-
ferences, and to select ideas,
questions, and concerns they want to
present to the entire group.

3b. Bring the groups back together and   15 min
ask them to share their most impor-
tant learnings and conclusions from
the training program.

Plans and Strategies

4a. Explain that the session serves as a   1 min
place for each participant to look at
his/her individual skills and to
start planning some personal strate-
gies for the next few months. Ask
them to complete phase III of their
Individual Skills Inventory.

4b. Participants work individually to   30 min
complete phase III.

4c. Ask participants to pair up and discuss how they completed phase III. As they review their plans, ask them to keep in mind these important considerations. They should check for them in their plans.

Sample Newsprint

> Take into consideration:
>
> - effectiveness of plans
>
> - cultural appropriateness of plans
>
> - feasibility
>
> If necessary, develop new strategies

15 min

4d. Participants work in pairs to share plans.

4e. Bring the large group back together and ask the following questions.

"What were some of the skills you identified that you already have?"

"What skills do you still need? How are you going to get them?"

"Which tasks will be the hardest? Why? Easiest? Why?"

"Were there any tasks you added?"

"What are some of your strategies for the tasks?"

Summary and Closure

2 min

5a. Conclude with a statement to the effect that "over the past ___ weeks, we have all worked hard to cover important issues and provide you with skills to prepare you as effective Peace Corps Volunteers. It is an ongoing process, and in this session you have already begun to identify how you will continue to develop those skills."

TRAINER'S NOTE: It is a good idea to tell participants to keep their Individual Skills Inventory, especially phase III, and to bring it back to their first In-service Training session so strategies can be checked, compared, and possibly revitalized. It is important, however, to make sure that if you give this assignment, you do refer to the Individual Skills Inventory in IST.

5b. Close this session.

1 min

220

ABBREVIATED TRAINING OUTLINES

These brief outlines of each session have been designed for
Experienced Trainers who want a general idea of the session
content but may not need all the details which appear in the
complete sessions.

Please note that the steps in the Abbreviated Training Outline
are numbered exactly the same as the detailed session outlines.
However, since they are abbreviated, they contain only goals,
total time and procedures. For trainer preparation, rationale,
newsprint, handouts, and number of minutes for each step, con-
sult the detailed version.

Throughout the Abbreviated Training Outline you will notice the
(+) symbol. This is used to indicate where you might want to
consult the complete session for definitions, examples, sample
newsprints, etc.

FOR PARTICIPANTS WHO ATTENDED CAST/CREST:
"COMINGS AND GOINGS"

GOALS:

1. To allow participants to sort out their feelings about
   their initial Peace Corps experiences, particularly at
   CAST/CREST.

2. To review what participants learned at CAST/CREST.

3. To provide participants with the opportunity to identify
   and share their feelings about leaving home and entering a
   new culture.

If you use alternate design after step 3f to introduce PST, add
this goal.

4. To identify participants' expectations of PST and to intro-
   duce them to the PST schedule.

TOTAL TIME: Approximately 1 hour (add 15 minutes if you use
               alternate design to introduce PST).

PROCEDURES:

1a. Welcome participants - set climate for importance of
    discussing CAST/CREST.

1b. Present goals.

2a. Ask participants to write down words/sentences that reflect
    their experience since CAST/CREST, emphasizing their
    thoughts on leaving home. (+)

2b. Participants work on task.

2c. Process task. (+)

3a. Explain that next portion of session is designed to help
    everyone sort out CAST/CREST experience and identify learn-
    ings.

3b. Explain task for talking about experience in small groups
    and prepare newsprint identifying what they liked -- did
    not like -- learned. (+)

3c. Participants form small groups and complete task.

- 215 -

3d. Groups report out.

3e. Process discussions and reports. (+)

3f. Identify themes and methodologies participants identified
that will be carried on in PST.

4a. Summarize session.

4b. Preview next session.

4c. Close this session.

----------ALTERNATIVE DESIGN TO INTRODUCE PST SCHEDULE----------

TRAINER'S NOTE: For alternate design to introduce PST, instead
                  of preceding with step 3f:

3f. Eliminate this step.

4a. Generate expectations of PST on newsprint.

4b. Compare expectations with PST schedule. Respond to what
will and will not be covered.

4c. Answer questions.

5a. Summarize session.

5b. Preview next session.

5c. Close session.

PERSPECTIVES ON DEVELOPMENT

GOALS:

1. To review concepts and definitions of development.

2. To discuss an approach to development which emphasizes self-reliance and includes all segments of the population.

3. To hear Host Country Representative perspectives on development and opinions on the role Peace Corps Volunteers can appropriately play in the development of the Host Country.

4. To allow participants to examine and compare their personal assumptions about development.

TOTAL TIME: Approximately 2 hours, plus 15 minute break.

PROCEDURES:

1a. If participants have attended CAST/CREST, acknowledge their basic learnings about development. Explain that this session is a review and also a more in-depth look at development.

   If they have not attended CAST/CREST, briefly introduce the concept of the role of the volunteer in development. (+)

1b. Read goals.

2a. Ask participants to individually complete the sentence, "Development is...", based on what they know/believe.

2b. Participants write words and phrases

2c. List their words/phrases on newsprint to create group list.

2d. Ask group to come up with a "working definition" -- one sentence that defines development. (+) Post words/phrases and definition on wall.

3a. Relate concept of development to development in U.S. and ask participants for examples.

3b. Take responses.

4a. Explain why we examine development in U.S. (+) Relate it to the fact that we all have assumptions about development. Define assumptions and provide typical examples of assumptions about development. (+)

4b. Ask participants to work in groups, examine, and compare their assumptions about topics such as: poverty, Peace Corps Volunteer role as development worker, development decision, women in traditional societies, development in third world countries. (+)

4c. Small groups work on task, post newsprint and mill around room to view assumptions.

4d. Process work on assumptions. (+)

5a. Break.

6a. Deliver brief lecture which covers topics on handout "Self Reliance: An Approach to Development", or have participants read handout. (+)

6b. Process brief lecture or reading. (+)

6c. Process the role of the Peace Corps Volunteer in development work based on concepts discussed. (+)

6d. Ask host country representatives for opinions on: development in their country, how they define self-reliance, and appropriate roles for Peace Corps Volunteers. Have participants react to their comments.

7a. Refer back to participants original working definition of development from step 2d. Allow changes and explanations for changes. Ask participants what they still need to learn about development.

7b. Summarize session.

7c. Preview next session and close this session.

8a. Distribute handout if not used as reading during session.

9a. Distribute the Individual Skills Inventory and ask participants to complete phase I before the next session.

DYNAMICS OF DEVELOPMENT

GOALS:

1. To identify some of the factors that inhibit development, and to show how different problems are interrelated.

2. To demonstrate that the various development problems in a community cannot be viewed in isolation of each other.

3. To discuss the responsibility the Volunteer has in considering the overall picture of related development problems when making decisions about his/her individual assignment and/or projects.

4. To recognize that problems and their potential solutions often affect men, women, children, and the elderly in very different ways.

TOTAL TIME: For alternative one ("Maragoli") approximately 2 hours and 15 minutes, plus 15 minute break.

For alternative two (written case studies, "Abbe" or "Coralio" approximately 1 hour and 40 minutes.

ALTERNATIVE ONE: "MARAGOLI"

PROCEDURES:

1a. Stress how this session links to session one and covers considerations of how development problems are interrelated and how solutions have different effects on varying segments of the population.

1b. Read goals.

2a. Introduce the movie and describe purpose for showing it.

2b. Assign task of observing problems demonstrated in the movie. (+)

2c. Show movie.

2d. Have participants complete observation guide. (+)

3a. Break.

4a. Get general reactions to movie from group.

5a. Break participants into small mixed groups to further discuss movie. Assign task for discussion. (+)

6a. Participants work on task - host country representatives should float between groups.

7a. Process small group discussion. (+)

8a. Ask host country representatives to comment on how development problems are interrelated in their country.

9a. Summarize session.

9b. Preview next session.

9c. Close the session.

ALTERNATIVE TWO: WRITTEN CASE STUDIES--"ABBE" OR "CORALIO"

1a. Stress how this session links to session one and covers considerations such as how development problems are interrelated and how solutions have different effects on varying segments of the population.

1b. Read goals.

2a. Explain exercise of analyzing development problems of a community described in the case study, "Abbe" or "Coralio". (+)

2b. Assign the task of observing problems demonstrated in "Abbe" or "Coralio". (+)

2c. Participants read "Abbe" or "Coralio" and take notes. (+)

3a. Break.

4a. Get general reactions about case study. (+)

5a. Break participants into small mixed groups to further discuss the case study. Assign task for discussion. (+)

6a. Participants work on task - host country representatives should float.

7a. Process small group discussion. (+)

- 220 -

228

8a. Ask host country representatives to comment on how development problems are interrelated in their country.

9a. Summarize session.

9b. Preview next session.

9c. Close this session.

INFORMATION GATHERING AS A DEVELOPMENT TOOL:
BASIC SKILLS FOR INFORMAL INTERVIEWING

GOALS:

1. To introduce participants to the concept of informal inter-
   views for gathering information.

2. To discuss and practice informal interviewing skills such
   as:

   - awareness of non-verbal behavior
   - formulating questions
   - listener responses & probes

TOTAL TIME: Approximately 1 hour and 45 minutes.

PROCEDURES:

1a. Explain why information gathering skills are important for
    learning in a new culture. Describe flow between parts 1
    and 2.

1b. Read goals.

2a. Have participants determine how they gather information
    (i.e., observe, listen, research). Add another way --
    informal interviews, or talking to people. Explain that
    part 1 deals with basic communications (non-verbals,
    questions, effective listening), in informal interviews.

3a. Define non-verbal behavior. (+)

3b. Have participants generate list of non-verbal behaviors for
    newsprint. (+)

3c. Refer back to list and discuss if listed non-verbal cues
    are true for host country.

3d. Have host country representative discuss how non-verbal
    behaviors are used in social and work situations.

3e. Process portion on non-verbal behavior. (+)

4a. Introduce the use of questions in information gathering.

4b. Select subject (i.e., traditional medicine in the host country). Ask participants to list questions they would ask about subject in informal interview. List on newsprint.

4c. Explain that some of these questions will get more information than others because they are open-ended. Explain difference between open and close-ended questions. (+) Distribute handout on "Question Types" and review.

4d. Determine which questions participants wrote on traditional medicine are open/closed ended. Rewrite so all are open ended.

4e. Explain that there are appropriate times for close-ended questions. For purposes of informal interviewing, open-ended will be be practiced. Give participants topic (i.e., family life in host country) Ask them to individually write open-ended questions.

4f. Participants complete the task.

4g. Review their questions orally and check for open-ended ones.

4h. Process the activities. (+)

5a. Explain importance of additional skill (being an effective listener -- that is, providing the appropriate response once people start talking to keep them talking and giving you information). Distribute handout LISTENER RESPONSES AND PROBES FOR INFORMATION GATHERING that you adapted in trainer preparation to suit host country culture. Review with participants.

5b. Ask participants to listen for probes as the two trainers read a dialogue.

5c. Conduct dialogue based on Listener Response Dialogue provided for adaptation.

5d. Participants verbally identify probes.

5e. List prepared statements on newsprint responses. (+) Ask participants to select the listener response or probe they would use for each statement.

5f. Process listener response portion. (+)

6a. Mention that there are cultural ways of sustaining conver-
sations. Ask host country representative to comment.

FOR PARTICIPANTS WHO HAVE ATTENDED CAST/CREST

7a. Review session. Remind participants of rules for infor-
mation gathering they learned at CAST/CREST. (+)

7b. Preview Part II as opportunity to practice these basic
skills.

7c. Close session.

ALTERNATIVE 2 FOR PARTICIPANTS WHO HAVE NOT ATTENDED CAST/CREST

7a. Review session.

7b. Provide brief lecture on information gathering. (+) Trainer
note: topic usually covered at CAST/CREST.

8a. Preview part II as opportunity to practice these basic
skills.

8b. Close session.

INFORMATION AS A DEVELOPMENT:
STRENGTHENING INFORMATION GATHERING SKILLS

GOALS:

Option 1 (for participants who have attended CAST/CREST)

1. To review the concepts of information gathering and
    filtering as a development tool (for a definition of
    filters, see rationale in detailed session.)

Option 2 (for participants who have not attended CAST/CREST)

1. To introduce the concept of filtering questions as a deve-
    lopment tool.

Options 1 and 2

2. To provide an opportunity to practice information gathering
    and filtering in the host country

TOTAL TIME: Option 1 - Approximately 1 hour and 40 minutes
                         plus 2-3 hour site visit.
              Option 2 - Approximately 2 hours and 10 minutes
                         plus 2-3 hour site visit.

PROCEDURES:

Option 1 - opening statement and goals for participants who
have attended CAST/CREST.

1a. Introduce session as review of the CAST/CREST session they
    had on filtering questions.

1b. Read goals.

2a. Review filters and information gathering concepts par-
    ticipants learned at CAST/CREST. (+)

2b. Ask what cultural filters exist in-country and how might
    they be different from North American cultural filters.

Go on to step 3a.

Option 2 - opening statement for participants who have not
attended CAST/CREST.

- 227 -

1a. Introduce session as designed to sharpen information gathering skills.

1b. Read goals for the session.

2a. Deliver brief lecture on filters. (+)

2b. Ask participants to list own filters on paper.

2c. Participants write.

2d. Process the activities.

3a. Introduce the concept of gathering information in a development context to ensure well designed projects.

3b. Introduce three categories for gathering information and explain each: technical, cultural, impact. (+)

3c. Describe three guideline questions for gathering information. (+)

    1. What do I want to know about......?
    2. How do I frame questions to find out.....?
    3. Where do I find the information......?

4a. Ask participants to work in triads practicing information gathering.

4b. Triads are formed.

4c. Explain information gathering task for field trip. (+)

4d. Distribute individual planning forms to each participant.

4e. Assign sites for visit. (+)

4f. Participants work in triads to plan visits.

5a. Participants visit sites and prepare reports.

6a. Groups report. (+)

7a. Process session. (+)

8a. Review session.

8b. Stress importance of sufficient information gathering in design phase of development project.

8c. Preview next session.

8d. Close session.

235

FACILITATING DEVELOPMENT:
THE ROLE OF THE VOLUNTEER

GOALS:

1. To examine the development process at three levels --
national, community, and individual.

2. To identify obstacles hindering the participation of men
and women at each level.

3. To identify ways in which the Volunteer can have an impact,
either directly or indirectly, on these obstacles.

4. To identify skills the Volunteer will need to facilitate
human development within the family and community.

TOTAL TIME: 2 hours 45 minutes plus 15 minute break.

PROCEDURES:

1a. Review the development issues covered in sessions 1, 2, and
3. (+)

1b. Ask participants to think about their role as Volunteers
in development in light of these sessions. What are their
impressions of that role?

1c. Take 5-6 one word reactions concerning what they have
learned about their role so far. Explain that this session
will cover the Peace Corps Volunteers' potential impact on
the development process.

1d. Read goals.

2a. Define "obstacle" for purpose of this session: Problems,
situations, traditions, customs, laws, cultural and social
values, ignorance, self image, etc. which hinder the par-
ticipation of men and women in the development process.

2b. Talk about how men and women often face very different
obstacles.

2c. Break participants into small, same-sex groups and explain
task of identifying obstacles facing people of their own
gender/other gender in-country. (+)

2d. Groups work on task and post lists.

- 231 -

2e. Participants circulate and read each others lists.

2f. Examine similarities and differences between group lists.
Look at how males see females' obstacles as compared to how
females see their own and visa versa. (+)

2g. Preview the next activity by showing that it will help them
to look at obstacles which they can and cannot affect.

4a. Provide lecture on development process at 3 levels:
national, community, and individual. (+)

4b. Have participants return to original same-sex groups to
work on task to complete "obstacle/impact chart" which
helps them to determine how, and on which of the obstacles
they identified, they can have an impact. (+) Distribute
the chart.

4c. Groups work on task.

4d. Groups report out.

4e. Process group work. (+)

4f. Ask participants for their strategies. List on newsprint.
. Check cultural appropriateness of strategies. (+)

4g. List skills participants think they need to address in
order to have an impact on the identified obstacles.

4h. Identify which skills listed will be covered in the
training program and which participants need to learn on
their own through manuals and local resources. Technical/
cultural trainers should be present.

5a. Review session.

5b. Preview next session.

5c. Close this session.

NON-FORMAL EDUCATION AS A DEVELOPMENT TOOL

GOALS:

1. To define adult education in a non-formal vs. formal setting and to develop criteria for effective adult learning.

2. To determine how participants can use non-formal education techniques in their daily activities.

3. To practice skills in designing non-formal education activities.

TOTAL TIME: phase 1: General session on non-formal education - 1 hour 30 minutes.

phase 2: Time for groups to prepare presentations - 3 hours to 1 day.

phase 3: presentations - 1 hour 40 minutes.

PROCEDURES:

1a. Make statement about how Peace Corps Volunteers use non-formal education techniques. (+)

1b. Read goals.

2a. Divide group into 2, have one group define formal education and one group define non-formal education. Have group define the opposite--non-traditional or non-formal education. (+)

2b. Compare two lists and ask participants to list instances when Peace Corps Volunteers can use non-formal education techniques.

3a. State two basic premises to non-formal education:
    - adults bring experience
    - adults learn best by doing

3b. Explain that in groups participants will create their own criteria for adult learning based on non-formal education.

3c. Participants work on task.

3d. Groups report out.

- 233 -

3e. Process similarities and differences in criteria.
    Generalize about how people learn differently.

4a. Provide brief lecture on the "Teaching-Learning Principles". (+)

5a. Give participants the task of preparing a 15-20 minute session which I) teaches new concepts or skills to others, II) follows criteria, and "teaching learning principles", and III) uses various techniques. (+)

5b Groups prepare sessions. Provide them with handout, "A Partial List of Non-Formal Education Techniques".

------------------ NEXT DAY ------------------

6a. Groups present sessions. Help group critique each presentation. (+)

7a. Summarize Session.

7b. Preview next session.

7c. Close this session.

PROBLEM SOLVING

GOALS:

1. To provide participants with a theory and framework for solving problems.

2. To practice problem solving using the 6-step approach.

TOTAL TIME: Two hours 30 minutes plus 15 minute break.

PROCEDURES:

1a. Explain purpose of problem solving for Peace Corps Volunteer work/personal life.

1b. Read goals.

2a. Mention this is just one method (adaptable to participant needs) for problem solving.

2b. Distribute handout "Six-Step Problem Solving Approach".

2c. Review briefly.

3a. Have group choose two problems relevant to their current situation, on which they would like to work, adjusting to new surroundings or Peace Corps Volunteer life.

3b. Divide participants into two groups. Set up fishbowl with Group A in center and Group B on outside.

3c. Ask Group A to select one of the problems. As they discuss it, Group B will chart the flow of their discussion using the "Form for Charting a Problem Solving Discussion". Purpose is to examine how groups solve problems.

3d. Group B charts as Group A discusses.

3c. Reverse groups. Distribute charts to Group A as Group B discusses other problems.

4a. Process Fishbowl and problem solving patterns. (+)

4b. Make transition to next activity. Stress that:

- we often jump from problem identification to solution
- we may work on wrong problem
- more time is usually necessary to clarify problem/develop/test solution

5a. Break.

PRACTICE AT IDENTIFYING PROBLEM (STEP 1)

6a. Introduce as way to practice identifying problem.

6b. Distribute "Peace Corps In Hidden Valley" and assign task of reading and working in pairs to develop statement of problem. (+)

6c. Individuals read. Pairs work on task and post newsprint with statements of problem on wall.

6d. Pairs report out - share statements of problem.

6e. Discuss all statements - come to agreement on one to use for rest of session.

PRACTICE AT STATING PROBLEM (STEP 1 -- continued)

7a. Discuss by asking questions about difficulties in standing problem; dilemmas in problem solving process; ways to avoid dilemmas.

TRAINER'S NOTE: See detailed design for this session which provides an active alternative approach for Step 7.

PRACTICE AT ANALYZING PROBLEM (STEP 2)

8a. Brainstorm and record on newsprint ways to analyze (discuss what's involved in problem, what contributes to it, who knows about it) the problem identified in Step 6e.

8b. Ask what things would evolve if they analyzed the Hidden Valley problem.

PRACTICE AT DEVELOPING ALTERNATIVE SOLUTIONS. (STEP 3)

9a. Quickly brainstorm as many logical solutions as possible. List brief sentences on newsprint.

9b. Have participants select the 3-5 solutions they think might work best. Circle on newsprint and assign number.

PRACTICE IN SELECTING THE BEST SOLUTION (STEP 4)

10a. Explain that the next step is to select the best solution using specific criteria. (+)

10b. Present "Best Solution Chart". (+) Go through each solution proposed in 9d and check appropriate column on chart (Is it easy to implement?).

10c. Determine best solution based on exercise.

IMPLEMENTING AND EVALUATING THE SOLUTION (STEP 5 & 6)

11a. Explain that these steps will be covered in session 10 which deals with project planning and management.

12a. Review session.

12b. Preview next session.

12c. Close the session.

WORKING WITH OTHERS:
VOLUNTEER STYLES AND APPROACHES

GOALS:

1. To explore different styles of working with men and/or
    women.

2. To help each participant determine his/her own general work
    styles and assess the consequences of those styles.

3. To discuss how individual styles can be adapted when
    necessary to produce more effective work/personal rela-
    tionships in-country.

TOTAL TIME: Approximately 1 hour and 45 minutes.

PROCEDURES:

1a. If participants have attended CAST/CREST, explain that this
    session follows up on the RVDW unit. If not, explain
    reasons for session.

1b. Read goals.

2a. Have participants locate "Individual Skills Inventory" they
    completed and scored.

2b. Explain the "Continuum of Volunteer Styles and Approaches"
    chart and have participants determine their styles. (+)

2c. Distribute handout that describes each style.

2d. Review each style.

2e. Explain importance of utilizing various styles.

3a. Remind participants about the goal of self-reliance and
    explain how different stages of development might require
    different style.

3b. Introduce and give examples of 5 stages of development. (+)

3c. Summarize how different styles or combinations of styles
    can be useful. (+)

4a. Break participants into 4 groups based on their styles.
Give them the task to explore pros and cons of their
respective styles. (+)

4b. Participants work on task.

4c. Groups report.

5a. Process session. (+)

6a. Summarize session.

6b. Preview next session.

6c. Close the session.

COMMUNITY ANALYSIS

GOALS:

1. To provide participants with a method for analyzing any given community.

2. To establish the importance of analyzing a community before making judgements about that community.

3. To determine various strategies for gathering data about a community.

TOTAL TIME: Approximately 1 hour and 45 minutes. (If you do skits in step 6a add at least 30 minutes and a break).

PROCEDURES:

1a. Link this session to Information as a Development Tool, Part II as another method for gathering information. Have participants define community analysis. (+)

1b. Ask participants why community analysis is important. (+)

1c. Explain purpose of session.

1d. Read goals.

2a. Introduce KEEPRAH as a method for analyzing a community. (+)

2b. Describe each subsystem and discuss questions one can ask in order to obtain information about that subsystem. (+)

3a. For practice in using the KEEPRAH model, have participants analyze their hometown or where they have recently lived.

3b. Participants individually complete task.

3c. In pairs, participants share their analyses.

3d. Process the task. (+)

4a. Ask participants to examine a community using KEEPRAH and given specific questions. Use "Community Study: Taralonolo."

- 241 -

245

Abbreviated Training Outline
Session 8 p.2

4b. Participants complete task in groups.

4c. Groups report.

5a. Process small group work. (+)

6a. Summarize session.

6b. Distribute handout on suggestions for gathering community
information.

6c. Preview next session.

6d. Close this session.

COMMUNITY LEADERSHIP

GOALS:

1. To determine leadership qualities as defined in the U.S. and in the Host Country.

2. To define various types of formal and informal community leaders, the roles they play, and to discuss the validity of both types.

3. To look at ways of identifying community leaders and utilizing their skills.

TOTAL TIME: Approximately 1 hour and 10 minutes.

PROCEDURES:

1a. Link this session to the preceding one on KEEPRAH. Review politics as defined in KEEPRAH. Contrast formal and informal leaders, stress the importance of being able to recognize and work with both.

1b. Review goals.

2a. Divide participants into small groups based on culture--4-5 North Americans in one group, 4-5 host country representatives in another. Task is to identify leadership qualities as defined in respective culture.

2b. Explain task. (+)

2c. Participants work on task and post newsprint.

2d. Review each newsprint.

2e. Process the activity and compare North American and host country responses. (+)

3a. Discuss the host country responses more in depth. (+) Allow participants to ask questions.

3b. Provide brief lecture describing 6 types of informal leaders. Distribute handout "Community Leaders".

4a. Introduce exercise to help participants identify leaders and determine strategies for involving leaders in meeting community-felt need of health clinic. (+)

4b. Distribute chart on identification of community leaders.
-   Review it.

4c. Participants work in pairs to complete chart.

4d. Have group share responses and involve host country repre-
    sentatives.

5a. Process session. (+)

6a. Review session.

6b. Preview next session.

6c. Close session.

PROJECT DEVELOPMENT:
PLANNING/MANAGEMENT

GOALS:

1. To provide an opportunity for participants to:

    -   Improve planning skills and develop planning
        STRATEGIES.

    -   Learn and practice basic management techniques and
        skills, including time and resource allocation and
        contingency planning.

    -   Develop effective teamwork skills.

    -   Practice role clarification as management tool.

TOTAL TIME: 2 hours and 50 minutes plus 15 minute break.

PROCEDURES:

1a. Introduce session by making point that Peace Corps
    Volunteers enter projects that are in varying stages of
    their "life cycle" or development. This session will help
    strengthen planning skills for entering project at any
    point.

1b. Read goals.

2a. Distribute "Life Cycle Of A Project". Ask participants to
    review it and think about what it would be like to enter a
    project at the different stages.

2b. Participants read handout.

2c. Ask questions about the chart. (+)

2d. Stress the importance of assessing where a project is, in
    the cycle, when a Peace Corps Volunteer enters.

3a. Talk about different types of planning, define "reactive
    planning". (+)

3b. Ask participants and host country representatives for
    example.

3c. Define "proactive planning". (+)

- 245 -

3d. Ask for examples.

3e. Help participants generate a list of the advantages and disadvantages of both reactive and proactive planning. (+)

3f. Review proactive planning with trainees.

3g. Have participants form small groups and complete task of practicing with the planning model. (+)

4a. Break.

5a. Groups report out.

5b. Process report. (+)

6a. Discuss next step in proactive planning management which involves scheduling, resource identification and role clarification.

6b. Have participants complete proactive planning chart.

7a. Lead discussion on using proactive planning.

8a. Introduce role clarification as an essential management tool.

8b. Set up and conduct role plays.

8c. De-role participants and process the activity.

8d. Review session.

8e. Preview next session.

8f. Close session.

RESPONSIBILITIES OF A DEVELOPMENT WORKER

GOALS:

1. To provide a framework for deciding about the appropriate role to play in Peace Corps service.

2. To allow problem identification, strategy building and problem resolution.

3. To deal with certain variables of development work such as ambiguity, implications of working within a system as opposed to outside a system, and the Volunteer's felt need for urgency in the change process.

TOTAL TIME: 2 hours.

TRAINER'S NOTE: Choose between case studies of Joe (used at CAST/CREST) and Pauline for analysis.

1a. Explain purpose of session. (+)

1b. Read Goals.

2a. Explain task of working in small groups to analyse 5-part case study. (+)

2b. Break participants into small groups.

2c. Distribute each section of the case study and make interventions at appropriate points. (+)

3a. Process session and discuss the "Traps of Development". (+)

4a. Summarize this session.

4b. Preview next session.

4c. Close this session.

SUMMARY OF DEVELOPMENT SESSIONS

- GOALS:

1. To review and highlight important learnings about the role of the Volunteer in development work.

2. To identify areas for continued learning.

3. To bring formal closure to the training program.

TOTAL TIME: 1 hour and 55 minutes.

PROCEDURES:

1a. Introduce session as review of training program.

1b. Read goals.

2a. Show participants list of development sessions covered in training program. (+)

2b. Briefly review content of each (see overview of sessions).

2c. Ask participants to briefly write the most important ideas/concepts they learned during the PST development sessions.

2d. Participants complete the task.

3a. Ask participants to form groups of 5-6 and to look for similarities/differences, and to select ideas, questions, and concerns for total group.

3b. Report out, in large group.

4a. Explain that closure of training program is a point to examine individual skills. Ask participants to complete phase III of individual skills inventory.

4b. Participants work individually to complete phase III.

4c. Ask them to pair up and share their plans. (+)

4d. Participants work in pairs.

4e. Process strategies. (+)

5a. Summarize.

5b. Close session.

DEVELOPMENT AND SELF-RELIANCE

As development workers, Peace Corps Volunteers perform tech-
nical and professional services at the request of the govern-
ments they serve.

The form Peace Corps' development assistance takes varies from
Volunteer to Volunteer, from project to project and from
country to country, depending on an infinite variety of indi-
vidual and local factors.

The goal is nevertheless the same: <u>helping people improve their
lives in ways they themselves determine to be important, and in
ways they themselves can sustain</u>.

It is an approach based on the premise that people must par-
ticipate in and determine what is best for themselves, their
families and their community for any development project to
have a lasting impact. It recognizes that development projects
cannot be imposed from above, and will be truly effective only
when they are based on an understanding of local needs, resour-
ces and opportunities. It is axiomatic to state that the rele-
vance of any local project can only be judged locally.

External development assistance should be viewed as a means of
strengthening the ability of individuals to participate in, and
take charge of development initiatives which affect their
lives. It should foster pride, confidence and the desire to
become increasingly self-reliant.

INTERNATIONAL ASSISTANCE

International organizations have at times provided their deve-
lopment assistance to Third World countries in ways that cause
recipients to become increasingly dependent on the source of
that assistance.

Providing large amounts of food or material without tying the
assistance to a longer term locally-based development effort
does not serve to increase the capacity of local individuals or
institutions. To the contrary, it may even result in the
neglect of skills they have already acquired. In either case,
it can easily lead to greater dependency.

Some external assistance is more directly related to a donor
nations' self-interest than to any genuine desire to support a
recipient country's development programs. Such assistance can
create a crippling dependence of one nation on another. .

In spite of attempts to provide assistance, if it comes in this fashion, those who could benefit most from becoming increasingly self-reliant instead become more dependent on an external source for their survival.

David Werner, in his seminal work, The Village Health Worker, states that under these circumstances "the rural poor become the voiceless recipients of both aid and exploitation."

One of the most influential theorists of the development process is the late E.F. Schumacher. In his book, Small is Beautiful, he states that "The new thinking that is required for aid and development will be different from the old because it will take poverty seriously. It will care for people -- from a severely practical point of view. Why care for people? Because people are the primary and ultimate source of any wealth whatsoever. If they are left out, if they are pushed around by self-styled experts and high handed planners, then nothing can ever yield real fruit..." Schumacher goes on to say that "Development does not start with goods; it starts with people and their education, organization and discipline. Without these three, all resources remain latent, untapped, potential."

Standards which primarily measure development in material terms have inevitably led to an overemphasis on material assistance to the detriment of strategies which emphasize the direct benefit to, and the involvement of, people.

Rusty skeletons of unused farm machinery on the hills surrounding villages throughout the world are a testament to the problems inherent in relying on material assistance. Well-meaning foreign donors all too often sent machinery that could not function for long without money for fuel, trained technicians for repairs, and access to foreign factories for spare parts.

Development assistance which stresses self-reliance avoids creating such dependencies while helping people acquire the skills to improve there circumstances in ways they themselves can sustain.

INCLUDING ALL SEGMENTS OF A COMMUNITY

In order to help a community become increasingly self-reliant, the impact on and contribution of all individuals must be taken into account. Consideration must be given to the equal participation in the development process of all segments of a

community including women, men, children, the elderly and any
minority group. They must be given the opportunity to become
part of the decision-making process which influences the direc-
tion of any development project which has an impact on their
lives.

The potential effect of a project, however, may differ in how
it impacts on the lives of women, men, children, the elderly,
etc.

Example: The Introduction of Running Water to a Village

A classic example of this principle is illustrated by
following the potential effects of introducing running
water to increase the health and sanitation standards of
a village.

The most immediate effect will be on the women, since
they are the ones who spend up to three hours a day
fetching water. Yet it should be evident that such a
change will also have an impact on other members of the
village as well. These potential changes pose a series
of questions. How, and by whom, these questions are
answered will ultimately determine what new patterns of
daily life emerge.

o   What each woman does with the added time will cer-
     tainly have an impact on her children,

o   Whether she spends more time in housework, the fields
     or devotes time to other activities, such as
     marketing her handicrafts, will certainly affect her
     husband who may have a completely different notion
     of his own and his family's needs.

o   How the monies which may result from her new activi-
     ties are spent and who will make that decision will
     again have an impact on all the individuals involved.

What patterns are created throughout the community by the
collective and cumulative impact of these individual
changes will influence whether the faucet, or any new
technology, will be eventually integrated into the life
of the village or allowed to fall into disuse.

Thus even the introduction of something as simple as a
water faucet must no longer be seen exclusively from a
technical perspective.

Once understood, it is a relatively easy lesson to learn. It
is, however, far more difficult to apply. More often than not,
the very groups which are most affected by development projects
are the very ones omitted from the decision-making process. In
virtually every country (including the United States) it is the
rich, the powerful, and the men who make most of the decisions.
Whereas, it is the elderly, the children, the women and the
poor who must live with both the positive <u>and</u> the negative
effects of those policies.

Gradually, more and more individuals working in development
have become aware of these patterns of exclusion. In the early
seventies, a series of studies and reports were issued which
focused on the plight of women. Statistics were quoted that
showed that although women contributed 50% percent of the human
resources worldwide they continued to be excluded from having
a meaningful voice in the decision-making process that affected
their lives, this despite the fact that in many countries they
performed a good deal of the manual labor.

<u>WOMEN IN DEVELOPMENT: BACKGROUND ON PEACE CORPS' EFFORTS</u>

In 1973, Senator Charles Percy sponsored an amendment to the
Foreign Assistance Act <u>requiring</u> that all U.S. bilateral
assistance programs give particular attention to incorporating
women at all levels in development projects. Peace Corps,
along with other development assistance agencies, quickly
issued guidelines aimed at assuring the inclusion of women in
all aspects of the development process. Women in Development,
or WID, as this concern for the involvement of women in the
development process became known, was integrated into all Peace
Corps Volunteer training.

With passage of the Percy Amendment, and the steady increase of
field-related literature promoting the concepts behind WID,
those that had long promoted Self-Reliance as an approach to
development found their cause greatly enhanced. For years they
had tried, unsuccessfully, to get development agencies to take
into account the following criticisms:

o   More often than not, women were being left out of the
     development process;

o   Traditional women's roles, such as gathering food,
     water and fuel for the family were being ignored
     by professional planners;

o   Women were not being seen as technical and human
     resources.

- 254 -

Peace Corps' particular approach was to begin by gradually
incorporating WID principals into all program and training
materials designed for Volunteer use. Since then what has
emerged is a body of material under the title of "The Role of
the Volunteer in Development Work" which incorporates most of
what Peace Corps has learned about development work in the last
twenty years, including those concerns such as Self-Reliance
and WID discussed in this paper.

THE ROLE OF THE VOLUNTEER

The following is an outline of some of the concepts/principals
which are covered in greater detail in other training materials.
They are presented here merely to stimulate an initial
discussion on the role of the volunteer in development.

1.   VOLUNTEERS AS FACILITATORS

      As development workers, Volunteers are part of a process
      which recognizes that tne needs of a community can only
      be expressed by that community.

      o   The role of the Volunteer is to encourage people to
           identify their changing needs as their circumstances
           change, and then to work with them to address those
           needs.

      o   Peace Corps Volunteers, or for that matter, any out-
           sider, should never presume to know what is best for
           someone else, nor should they see their role as doing
           things for people.

2.   SELF-RELIANCE AND THE ROLE OF THE VOLUNTEER

      Volunteers can help people acquire additional skills,
      knowledge, and resources thereby better enabling them to
      make decisions regarding their own futures.

      o   Volunteers should share their skills so that the
           people most affected can maintain the same, or simi-
           lar, level of effort after the Volunteer has left.

           Example: When farmers are taught more efficient
           methods of raising chickens, teachers are trained to
           teach science, and children are taught to read, they
           become more self-reliant rather than more dependent
           on some external source of assistance.

o   Volunteers should seek to multiply their effective-
    ness by emphasizing methods which continue to have
    an impact after they have gone.

    Example: Working with Host Country extension agents
    who will continue to work with farmers for years to
    come and/or writing a usable "how-to" manual which
    records in local terms what worked in a particular
    technology so that others can benefit from these same
    lessons, are examples of the "multiplier effect" as
    applied to Peace Corps.

o   A Volunteer may be assigned to a project to help
    establish an institution which would then continue to
    provide service without outside assistance.

    Example: When a school is built and staffed, a
    cooperative is started and is directed by its mem-
    bers, or when a well is dug and can be maintained
    locally, a community is strengthened and does not
    become more dependent on external sources of
    assistance.

o   Projects which emphasize the use of local materials,
    resources and appropriate (accessible or adaptable)
    technologies are less likely to become dependent on
    outside sources for the continuing effectiveness of
    their project.

o   Volunteers should strengthen a community's desire to
    take charge of programs/technologies that affect them
    most. This "can-do" attitude, when re-enforced by
    successes, tends to be self-perpetuating. In the
    long run, this will be the single most contribution
    of any development program.

3.   VOLUNTEERS MONITOR THEIR PROJECTS

Four basic tenets contribute to Peace Corps' uniqueness
as a agency. They are:

o   Volunteers live among the people with whom they
    work.

o   Volunteers are trained to function in a different
    culture.

o   Volunteers are required to learn the local language.

o   Volunteers are assigned to project for a period of
    two years.

It is these four tenets that allow Volunteers to be able
to view monitoring as an on-going function, rather than
as a hit and run proposition as practiced by many other
development agencies.

It is relatively easier for them to determine whether a
project is having a positive or negative 'mpact on a par-
ticular segment of the population. It nevertheless
requires that the Volunteer pay attention to the concepts
discussed in this section, particularly since the diverse
effects of a project may affect different parts of the
population at different times.

Example: When plans to build a road between an up-to-
that-point isolated Indian village and a school were
being discussed a development worker should ask him/
herself (and obviously others in the community) the
following questions:

o   What impact will the road have on the men?

o   Will they have access to more/different jobs?

o   Will they spend less time with their families?

o   What effect will the road have on the women?

o   Will they be able to leave the village to sell their
    goods?

o   If they do, what will happen to the small children?

o   Will the elderly be affected?

o   If both the men and the women start commuting, who
    will do what needs to be done in the fields?

o   Will any of these changes have an effect on local
    traditions?

The important point is that if Peace Corps Volunteers are con-
cerned with how their projects affect all the people of a com-
munity they will ask these, and similar, questions.

Volunteers should try to involve people in decisions that affect the development of their community and their own destiny. Such decisions may well include what to do with a new road, or whether to plant a crop, or what to do with newly acquired free time that resulted from introducing a new well.

Volunteers should recognize that each segment of the population may be affected differently by even the slightest change.

Volunteers should work so that the community's self-reliance is enhanced and so that every element of the community is viewed as a participant in the development process.

SUMMARY

Moving into a new culture, learning a new language, and even trying out one's own skills for the first time can make the work of a Peace Corps Volunteer twice as challenging.

Enthusiasm, coupled with a sense of wanting to achieve a set of goals, all too often makes Volunteers "jump in" to their assigned projects. It is, thus, doubly important that the Volunteer remain aware of what he/she is doing to enhance a community's self-reliance.

Volunteers need to constantly ask themselves:

o Am I helping people acquire skills and make decisions for themselves?

o Am I considering the needs and participation of all segments of the population including men, women, children and the elderly?

o Am I, even though inadvertently, contributing to a sense of dependency?

o Am I strengthening the feeling of self-reliance?

With these questions being asked and answered, Peace Corps Volunteers can actively and effectively participate in a development process which emphasizes self-reliance.

INDIVIDUAL SKILLS INVENTORY

This workbook has been designed to 1) help you determine what skills you need as a Peace Corps Volunteer; 2) examine your own skills; 3) look at ways to improve and acquire skills during and after training; and 4) check on your own progress throughout PST.

You will be asked to refer to this workbook three times during PST. Please complete the phases only as you are requested to do so. You will use it especially at the end of training. Please keep this workbook throughout the program.

INDIVIDUAL SKILLS INVENTORY - PHASE I

Skills I already have that will assist me as a volunteer in development work	Skills I need to improve	How I can improve them	Skills I need to acquire	How I can acquire them

NOTES TO MYSELF:

262

INDIVIDUAL SKILLS INVENTORY - PHASE II

Since Phase 1, other useful skills I discovered I already have	Skills I Identified in Phase I that I have Improved	Skills I still need to Improve; other skills I have Identified that need Improvement	How I can Improve them	Which skills in Phase I I needed to acquire that I have acquired	Skills I still need to acquire or that I have Identified as new skills to acquire	How I can acquire them

NOTES TO MYSELF:

263

INDIVIDUAL SKILLS INVENTORY - PHASE III

PCV TASKS: Ratings on how well I currently think I could do this task	Check off tasks which require that I still need to improve/acquire a skill	Name the skill	My strategy for improving/acquiring this skill after PST	How will I check myself? How will I know when I have acquired this skill?
  I do not have the skills to do this at all / I have moderate skills for doing this / I have skills to do this well				
To initially enter a community & establish credibility 1 2 3 4 5				
To sensitively get to know the community 1 2 3 4 5				
To meet community members and make friends 1 2 3 4 5				
To identify and work with appropriate community leaders 1 2 3 4 5				
To identify community nees 1 2 3 4 5				

INDIVIDUAL SKILLS INVENTORY - PHASE III

PCV TASKS: Ratings on how well I currently think I could do this task	Check off tasks which require that I still need to improve/ acquire a skill	Name the skill	My strategy for improving/acquiring this skill after PST	How will I check myself? How will I know when I have acquired this skill?
⊢─┬─┬─┬─┤ 1 2 3 4 5 I do not have the skills to do this at all / I have moderate skills for doing this / I have skills to do this well				
To work toward self-reliance for all segments of the population 1 2 3 4 5				
To evaluate how I am doing as a PCV 1 2 3 4 5				
To take into account the host country perspective on development needs 1 2 3 4 5				
To analyze development problems, causes, and con- sequences ... to see how any project fits in 1 2 3 4 5		265		

INDIVIDUAL SKILLS INVENTORY - PHASE III

PCV TASKS: Ratings on how well I currently think I could do this task 1 2 3 4 5 I do not have the skills to do this at all	I have moderate skills for doing this	I have skills to do this well	Check off tasks which require that I still need to Improve/acquire a skill	Name the skill	My strategy for Improving/acquiring this skill after PST	How will I check myself? How will I know when I have acquired this skill?
To realistically assess what my Impact can and cannot be as a PCV 1 2 3 4 5						
To use no-formal education techniques to transfer my skills to others 1 2 3 4 5						
To adjust my own style of working so it fits in with the styles and needs of host country people 1 2 3 4 5						
To solve problems, whether they be personal or work related 1 2. 3 4 5						

INDIVIDUAL SKILLS INVENTORY - PHASE III

PCV TASKS: Ratings on how well I currently think I could do this task ├──┼──┼──┼──┤ 1 2 3 4 5 I do not have the skills to do this at all / I have moderate skills for doing this / I have skills to do this well	Check off tasks which require that I still need to improve/ acquire a skill	Name the skill	My strategy for improving/acquiring this skill after PST	How will I check myself? How will I know when I have acquired this skill?
To plan, design, run, manage, and evaluate projects 1 2 3 4 5				
To gather information about work, culture, people, etc. in a culturally appropriate and sensitive fashion 1 2 3 4 5				
Others: 1 2 3 4 5				
1 2 3 4 5				
1 2 3 4 5		267		

ABBE
A VILLAGE IN AFRICA

Peace Corps Volunteer Site Placement
Background Information

Abbe is a small, agricultural village in the southeast corner of the Kinvolo district of Senegal, which is located in the Sahel region of Africa. The area is hot and dry, with a sandy, flat terrain. Its 800 residents, comprised of about 50 families, are subsistence farmers; major crops are millet, maize, gorham, casava, rice, taro, and cocoyams. The region has suffered from drought conditions during the past few years; last year's rainfall was less than 5 inches, down from more than 10 inches before the onset of the drought. Supplying water for both human consumption and irrigation is a problem.

Current per capita income is approximately US$130 per year. The government's Five Year Plans for agriculture have focused both on the development of cash crops, such as peanuts, as well as on the increased production of cereal grains, such as rice, for domestic consumption.

Although the local language is Wolof, some residents speak French. Some other tribal languages are spoken in and around Abbe. Approximately 80% of the population is Muslim; the remainder of the people are Catholic, with remnants of local animistic worship occasionally visible.

The village government consists of a Chef du village, who is appointed by the District Governor. The Chef is also a member of the traditional ruling family in the region; he selects an Assembly of village leaders who hold regular councils. The Chef, through the Assembly, must concur in governmental actions affecting Abbe; the government administrative and service agencies, however, are centralized at the district level in Ganvier, approximately 60 kilometers away (see attached governmental organization chart).

The only educational facility in the village is a small elementary school supported entirely by the village. The closest intermediate and secondary schools are located in Rwanika, approximately 10 kilometers distant. A recent government survey indicated that approximately 88% of the population were "functionally illiterate."

The nearest health clinic is also in Rwanika, staffed by Lutheran missionaries from the United States. A local midwife attends to childbirth and minor illnesses. The leading fatal diseases are malaria, measles, and diarrheas, all compounded by

- 267 -

underlying malnutrition. Approximately 30% of young children lose their lives primarily through this combination of causes, although tetanus and a range of viral respiratory infections also contribute significantly to the high number of deaths. Approximately 20% of all infants were characterized as suffering from "chronic protein-caloric malnutrition" according to a 1979 World Bank study.

This is the first Peace Corps Volunteer placement in Abbe. The only other outside assistance the village has received was in conjunction with the Water Resources Development Project begun under the former government's Five Year Plan. French irrigation engineers assisted the village in supplementing their dwindling available water supply with machine-operated pumping equipment.

The Rural Development Project is being administered through the Ministry of Agriculture. The District Agricultural Liaison Officer will be available to assist you in developing your community activities.

ABBE

A VILLAGE IN AFRICA
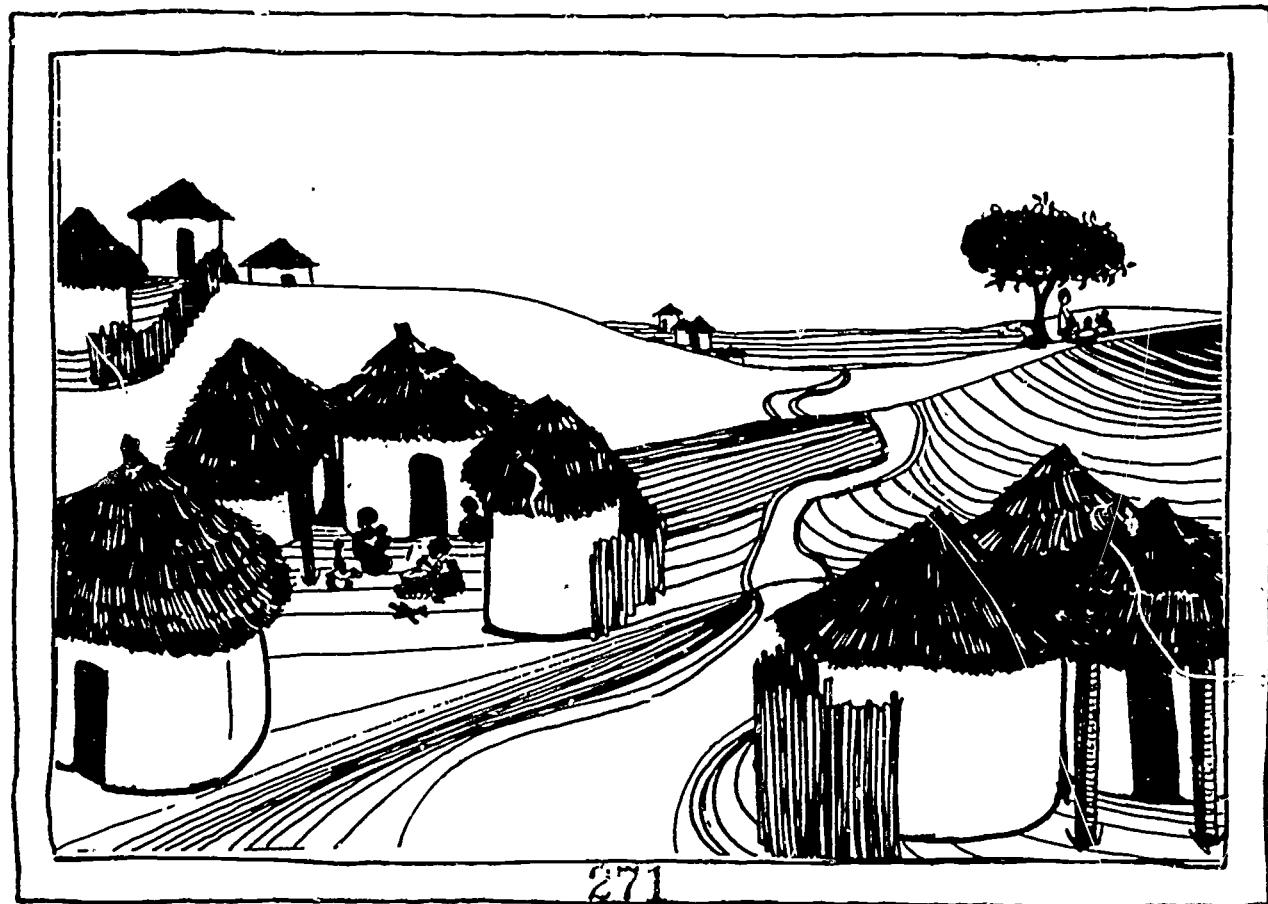
CASE STUDY DEVELOPED BY JOHN MONGEON AND LINDA SPINK, ILLUSTRATED BY KIM WINNARD

FOR USE IN PEACE CORPS VOLUNTEER TRAINING

ABBE
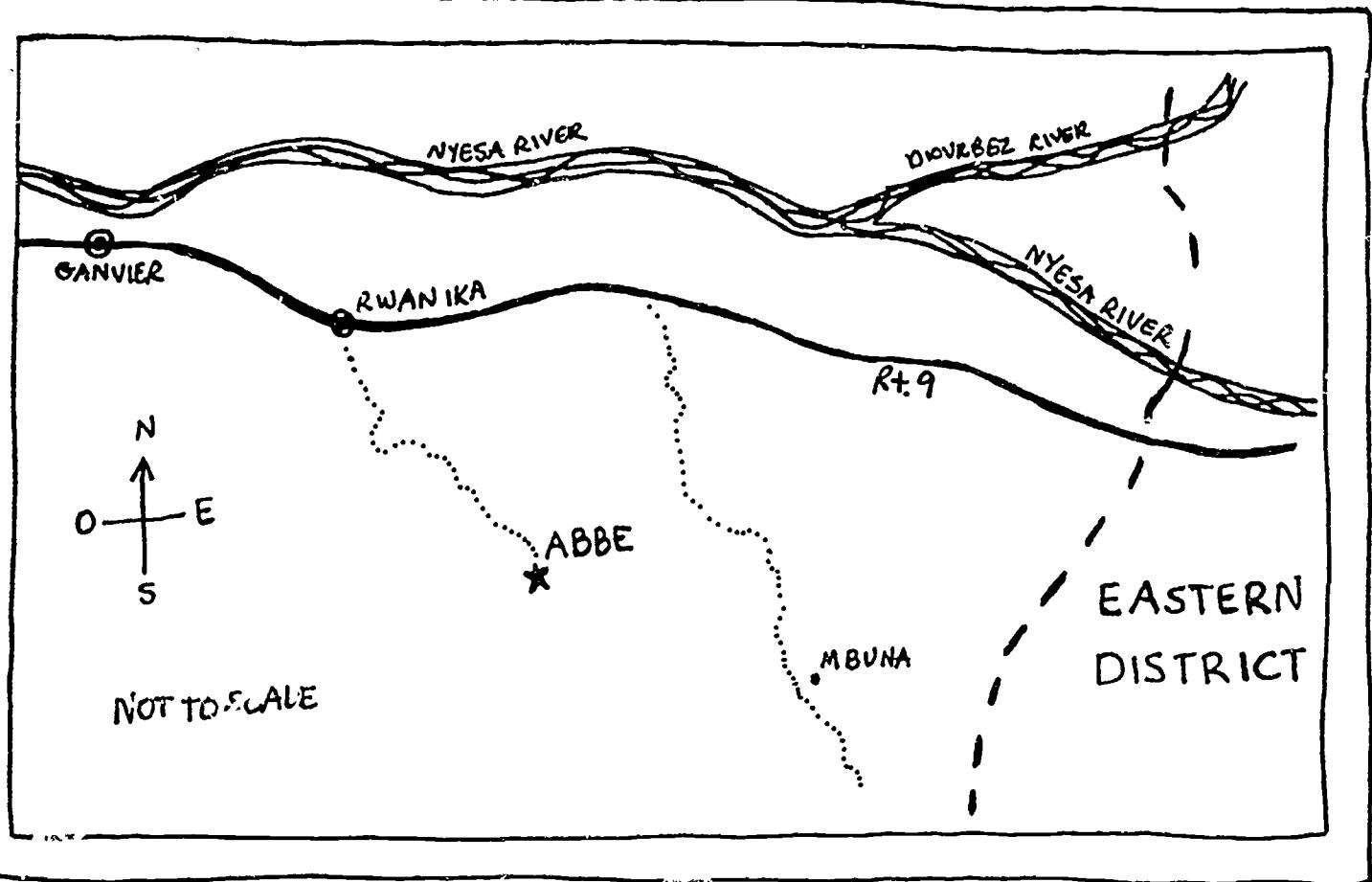
NYESA RIVER

DIOURBEZ RIVER

NYESA RIVER

GANVIER

RWANIKA

Rt. 9

N
O ← → E
S

ABBE

MBUNA

NOT TO SCALE

EASTERN
DISTRICT

HERE IS MY SISTER'S COMPOUND. LIKE EVERYONE ELSE, THERE ARE 3-5 FAMILIES' HUTS GROUPED TOGETHER AROUND A COMMON SPACE. THIS IS WHERE THE WOMEN COOK AND DO THEIR WORK...

WHILE THE YOUNG WOMEN ARE BUSY WORKING, IN THE FIELDS AND COOKING, THE OLDER WOMEN ARE OFTEN LEFT TO CARE FOR THE CHILDREN...

MAMADOU, WHAT WILL LIFE BE LIKE FOR YOU? OUR VILLAGE IS CHANGING; THE MEN LEAVE, THE YOUNG WOMEN REMAIN BEHIND TO TAKE OF THE HOUSE, THE FIELDS AND THE STORES. HOW CAN WE CONTINUE? I PRAY YOU WON'T GO AWAY, TOO...

MORE AND MORE MEN LEAVE THE VILLAGE TO LOOK FOR WORK OR TO GO TO SECONDARY SCHOOL...

I DON'T KNOW WHAT TO DO. I MAY NOT BE ABLE TO GO TO SCHOOL NEXT YEAR BECAUSE WE DON'T HAVE ENOUGH MONEY. BUT WHEN I TALK ABOUT LEAVING TO FIND A JOB, MY MOTHER GETS UPSET.

MY BROTHER WROTE THAT HE WANTS ME TO JOIN HIM IN SERVILLE TO WORK. I WANT TO BUT MY MOTHER NEEDS ME HERE TO HELP.

SETH SAYS IT'S NOT EASY TO FIND WORK IN THE CITY, SO WHY BOTHER GOING?

MOST FAMILIES HAVE THEIR GARDENS NEAR THEIR HOMES, BUT THE FIELDS ARE ACROSS THE ROAD, JUST OUTSIDE THE VILLAGE. THE WOMEN SPEND MUCH OF THEIR TIME WATERING AND WEEDING THE FIELDS THAT THE MEN CLEARED AND PLANTED. MANY WOMEN HAVE TO WORK BOTH THE "CASH CROP" AS WELL AS THEIR OWN VEGETABLE GARDENS AND GRAIN FIELDS. WATERING IS DONE BY BRINGING UP BUCKETS OF WATER FROM THE RIVER OR WELL. A PUMP WAS PLACED HERE 2 YEARS AGO BUT HASN'T WORKED SINCE THE MECHANIC LEFT...
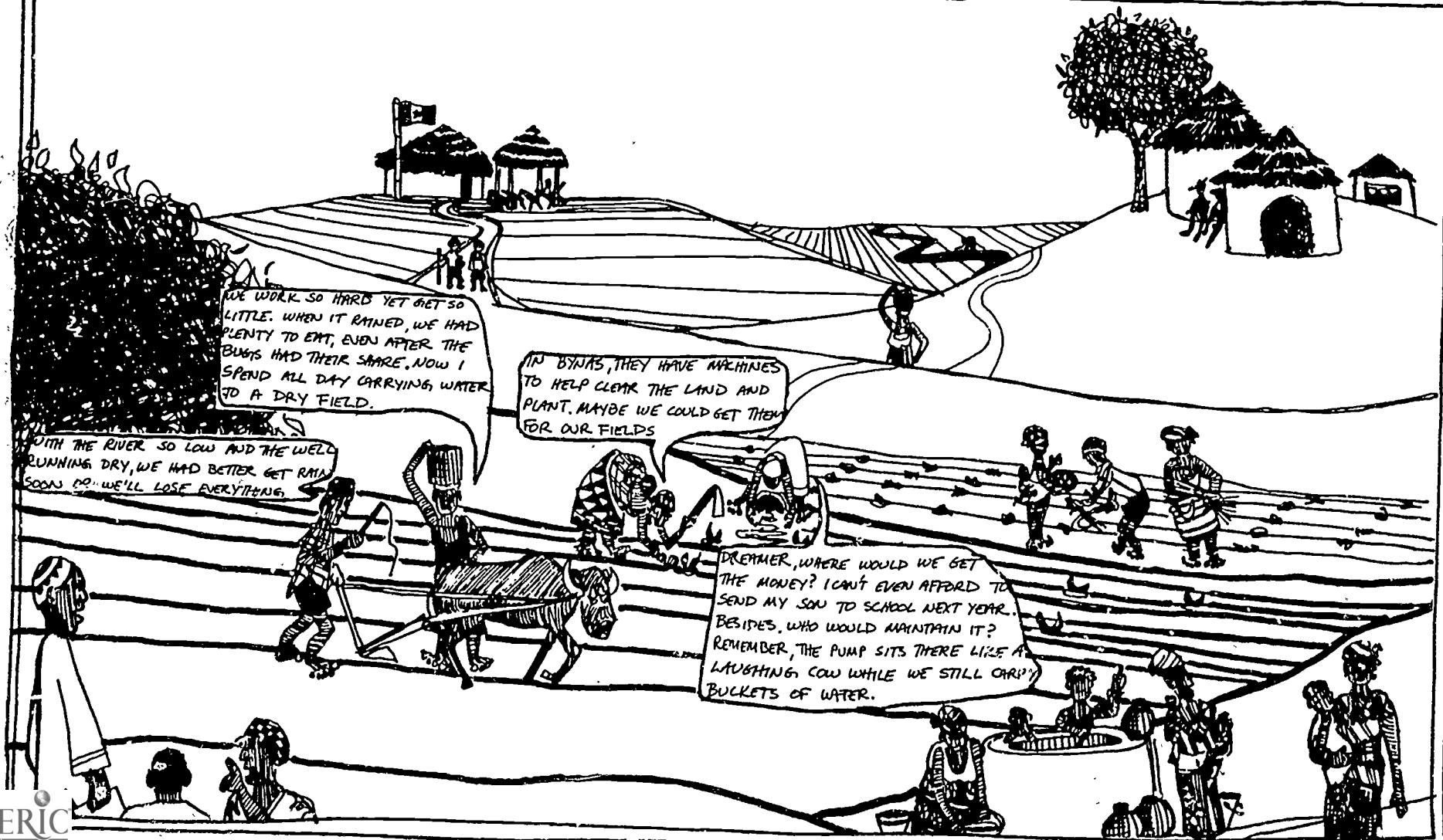
DURING THE EARLY MORNING AND LATE AFTERNOON, WOMEN GATHER AT A CENTRAL WELL TO DRAW WATER AND SHARE THE LATEST NEWS...

MY MOTHER WANTS ME TO GO TO THE RIVER FOR WATER. ITS TOO FAR! BY THE TIME I DRAW WATER FOR THE HOUSE AND GARDEN, TEND THE ANIMALS, AND COOK AND WORK IN THE FIELDS, I'M EXHAUSTED! IF I WENT TO THE RIVER FOR OUR WATER, I'D NEVER GET DONE

DID YOU SEE RWANIKA TODAY? HER DAUGHTER IS VERY ILL - MY GRANDMOTHER SAYS ITS THE WELL; SHE THINKS IT HAS BEEN CURSED AGAIN

HOW CAN RWANIKA AFFORD TO TAKE HER CHILD TO THE CLINIC? WHO WILL CARE FOR HER OTHER CHILDREN, THEIR HOUSE, AND HELP IN THEIR FIELDS?

280

WOMEN HAVE TO WALK TO THE NEXT VILLAGE TO VISIT THE HEALTH CLINIC. IT CAN TAKE ALL DAY OR LONGER...

I MUST TAKE MINATOU TO THE CLINIC BUT IT WILL MEAN I WON'T BE ABLE TO WORK IN THE FIELD. AND WHO WILL COOK FOR MY FAMILY? LAST TIME I COULDN'T AFFORD THE SPECIAL MEDICINE; MAYBE MINATOU WON'T NEED IT. AISSE HAD SOME MEDICINE LEFT OVER FROM WHEN SHE WAS SICK. MAYBE SHE'LL GIVE ME SOME. I'VE GOT TO HURRY BEFORE IT GETS TOO HOT.

- 275 -

281

282

AS YOU HAVE HEARD, THERE ARE MANY PROBLEMS
WE ARE FACING. YET WE ALL BELIEVE THAT THINGS
WILL GET BETTER. IF ONLY WE COULD SOLVE SOME
OF OUR MOST IMMEDIATE PROBLEMS...

288

CORALIO
A VILLAGE IN LATIN AMERICA

CORALIO
A VILLAGE IN LATIN AMERICA

290
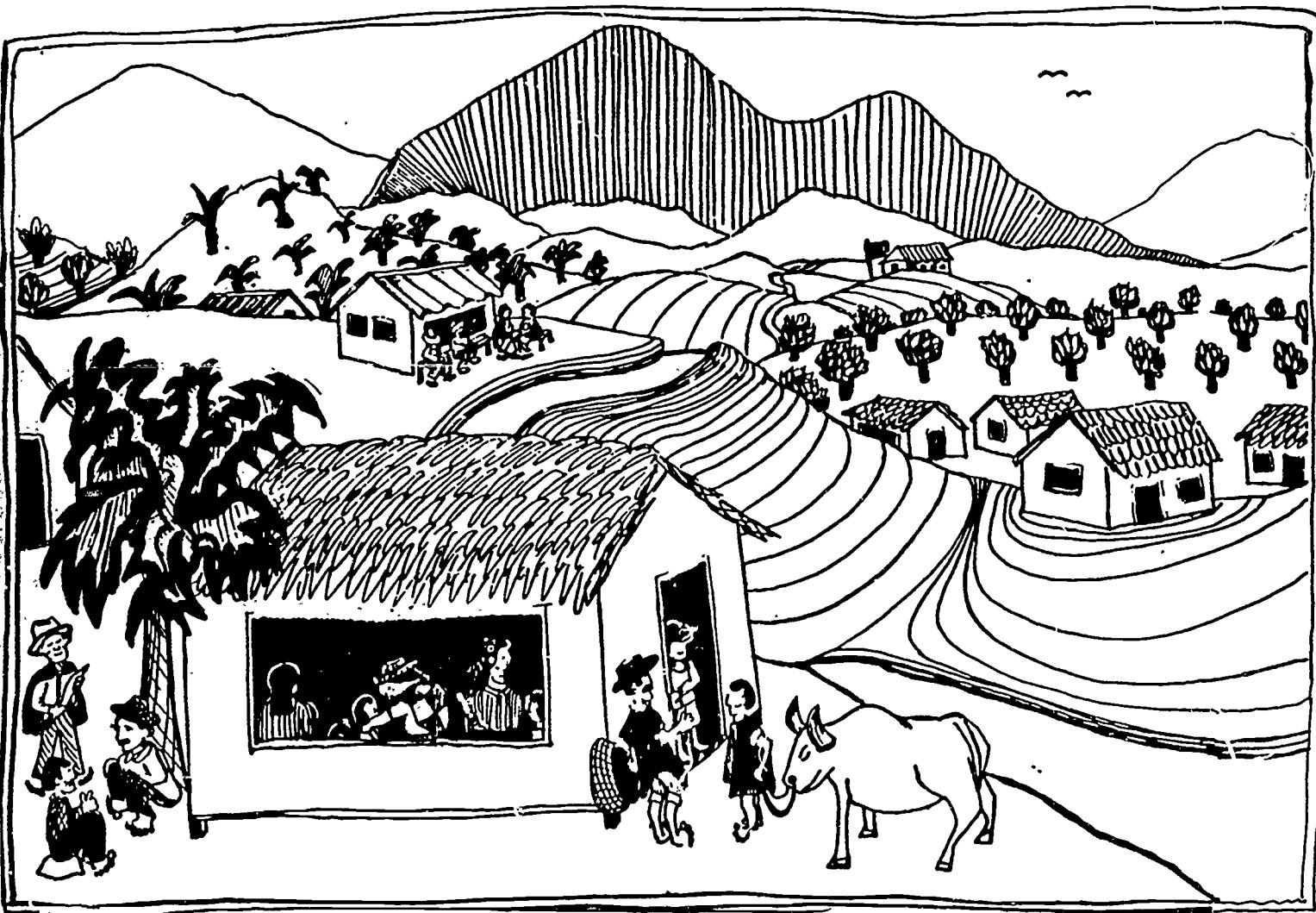
DESIGNED, WRITTEN AND ILLUSTRATED
BY KIM WINNARD © March 1985

FOR PEACE CORPS TRAINING AND
DEVELOPMENT EDUCATION

SUENITO IS A LARGE CITY OF 300,000 PEOPLE. IT IS A DAY'S BUS RIDE WEST OF A MOUNTAIN RANGE THAT HIDES CORALIO, A SMALL RURAL VILLAGE, ON ITS EASTERN SLOPE. MANY PEOPLE MIGRATE FROM THE COUNTRYSIDE TO THE CITY TO FIND WORK, EARN MONEY, AND LIVE THEIR DREAMS. JULIO, 16, IS ONE SUCH PERSON...
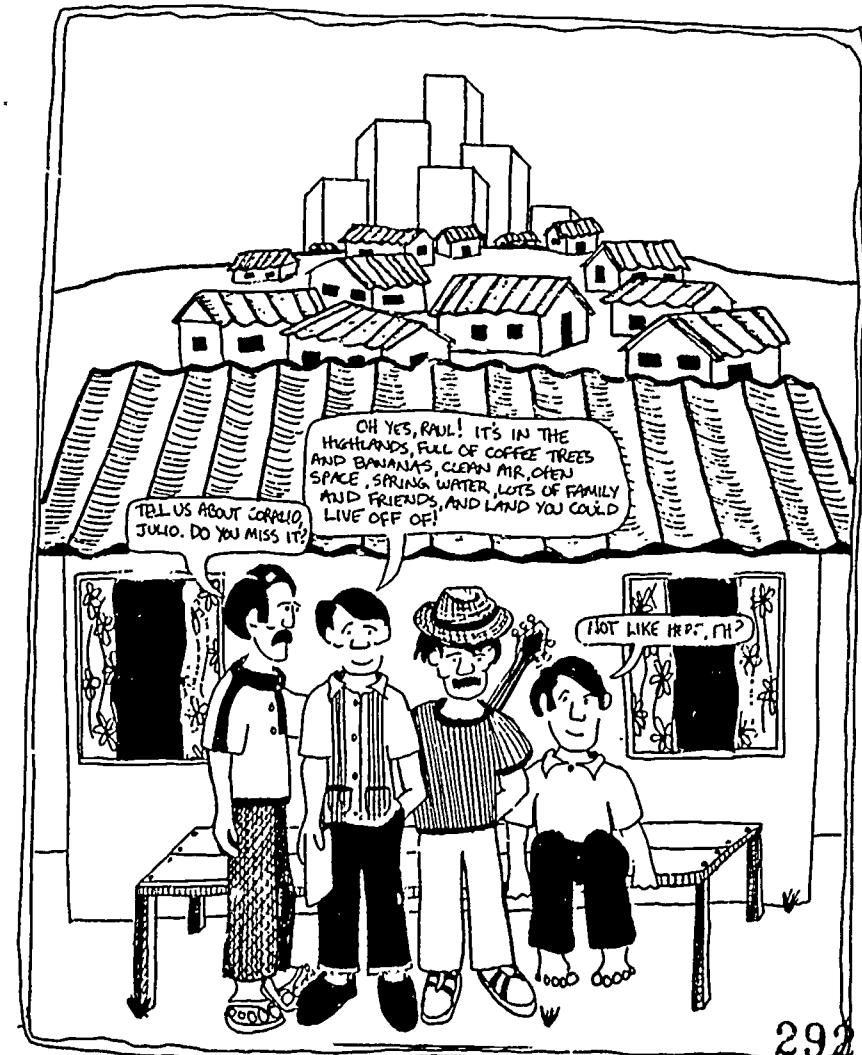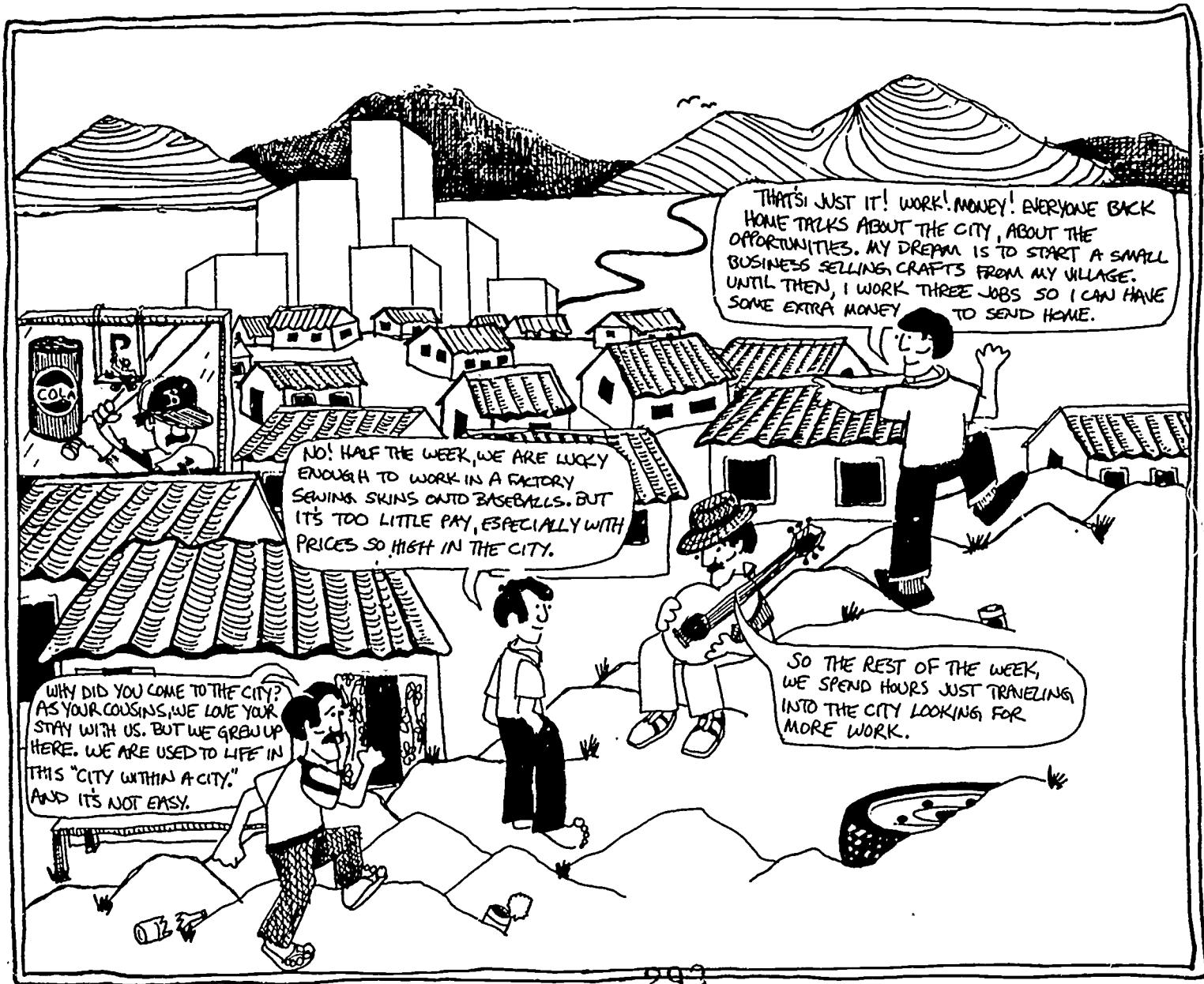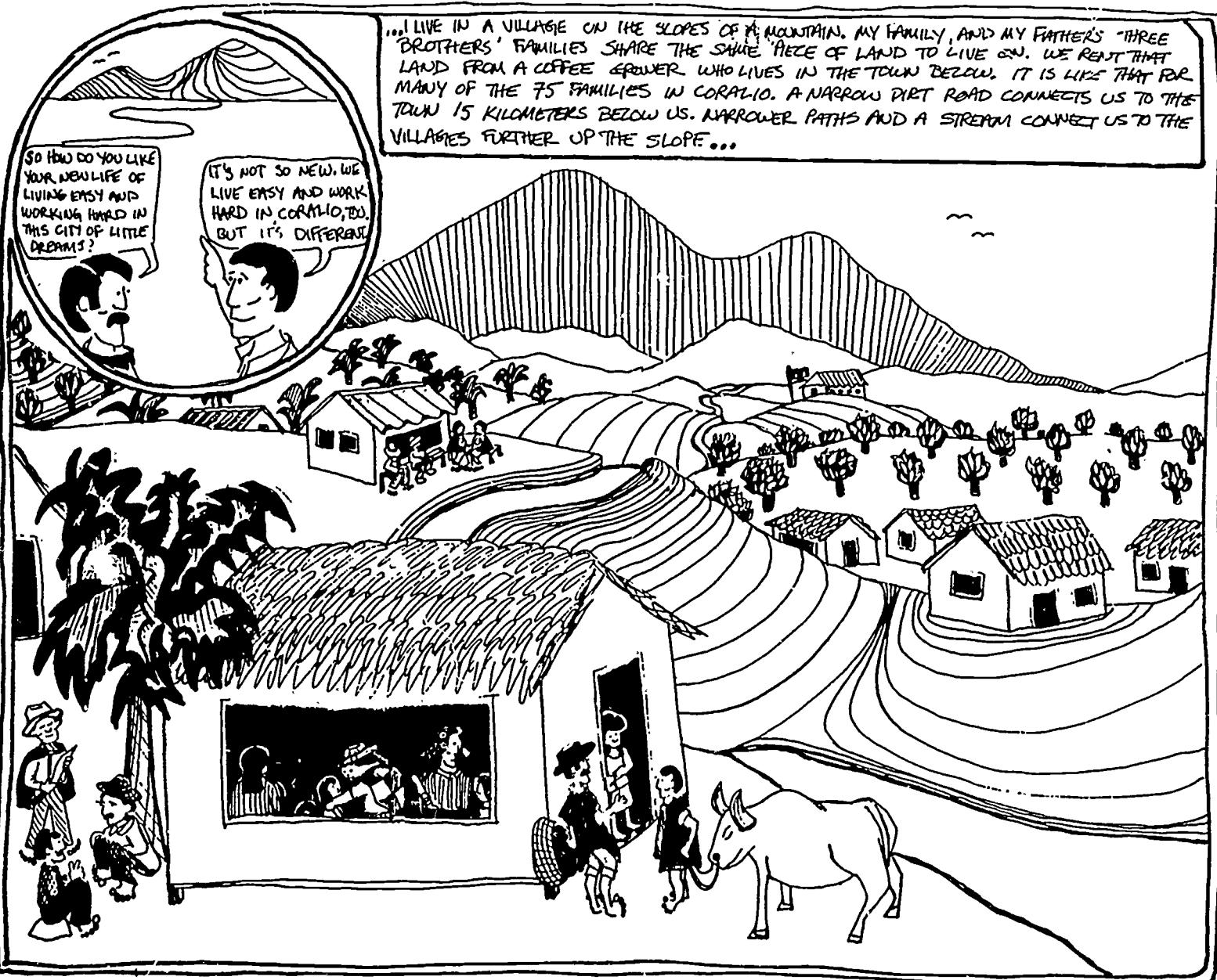
"... AND WE MISS YOU BACK HERE IN CORALIO, JULIO. IT IS BRAVE THAT YOU HAVE GONE TO THE CITY FOR WORK. YOU MAKE US PROUD OF YOU, AND THE GIFT YOU SENT HAS PAID YOUR SISTER'S WAY TO SCHOOL, GOD WILLING."

TELL US ABOUT CORALIO, JULIO. DO YOU MISS IT?

OH YES, RAUL! IT'S IN THE HIGHLANDS, FULL OF COFFEE TREES AND BANANAS, CLEAN AIR, OPEN SPACE, SPRING WATER, LOTS OF FAMILY AND FRIENDS, AND LAND YOU COULD LIVE OFF OF!

NOT LIKE HERE, EH?

-284-

292

295

...WE LIVE ON RENTED LAND, BUT THE FIELDS WE TILL ARE OUR OWN. IN RETURN FOR LIVING ON HIS LAND, WE CARE FOR SEÑOR LAGAR'S COFFEE FIELDS. WE EARN OUR RENT AND EXTRA CASH BY HARVESTING HIS COFFEE. MY FAMILY AND MY UNCLES' FAMILIES WORK TOGETHER THEN. BUT WHEN WE TILL OUR OWN LAND, EACH FAMILY WORKS SEPARATELY...

SEÑOR LAGAR IS COMING UP FROM TOWN TO COLLECT HIS COFFEE HARVEST TODAY. ALL OF US WILL WORK THERE THIS MORNING. BUT YOU AND YOUR MOTHER CAN START PLANTING OUR CORNFIELDS THIS AFTERNOON.

IF ONLY JULIO WERE HERE. WE COULD ALL FINISH WORK EARLIER

AND EARN JUST A LITTLE MONEY! JULIO EARNS MORE IN THE CITY. BESIDES, HE'S THE ONLY ONE OF US WHO HAS FINISHED SCHOOLING, AND SHOULDN'T HAVE TO DO FARMER'S WORK. AT LEAST THAT'S WHAT THE TOWNSFOLK SAY.

I WISH ALL OUR TOOLS AND PLOWS WERE MADE OF SUCH FINE STEEL.

TRACTORS? WITH OUR SMALL PLOTS? OUR FATHER SPLIT HIS LAND FOUR WAYS AMONGST HIS SONS. AND WE WILL DIVIDE OURS AMONGST OUR SONS. WE HAVE TOO MANY CHILDREN TO WORK TOO FEW PLOTS OF LAND. WE NEED MORE LAND, NOT TRACTORS! AND AND FOR CORN, NOT COFFEE!

AND IF WE HAD TRACTORS, WE WOULDN'T HAVE TO WORK ALL DAY! JUST GAMBLE ON COCKFIGHTING!

- 288 -

296

297

-6-

301

-8-

302

291

SOME FARMERS TURN FORESTS INTO MORE LAND FOR CULTIVATION. UNDERBRUSH AND TREES MUST BE CLEARED. WE DO THIS BY CUTTING EVERYTHING DOWN, SALVAGING THE TIMBER FOR FIREWOOD, AND THEN BURNING ALL THE RUBBLE. NOTHING IS LEFT BUT TREE STUMPS AND ASH...

I'M GLAD YOU BURN YOUR LAND AT NIGHT WHEN IT'S COOL AND DAMP. THAT WAY YOU CONTAIN THE FIRE... AND I LOSE ONLY TWO TREES INSTEAD OF FOUR!

STOP COMPLAINING AND HELP ME CLEAR THE FIELD FOR PLANTING BEFORE THE WINDS OR RAINS CARRY OFF MY LAND!

... WHEN CHILDREN AREN'T HELPING IN THE FIELDS, THEY ARE LEARNING IN THE CLASSROOM. OUR PRIMARY SCHOOL IS THE PRIDE AND JOY OF CORALIO. ALL THE VILLAGES ABOVE US SEND THEIR CHILDREN HERE. I WAS LUCKY TO GO ON TO SECONDARY SCHOOL IN THE TOWN BELOW. I PAID TUITION WITH MONEY WE EARNED MAKING BASKETS...
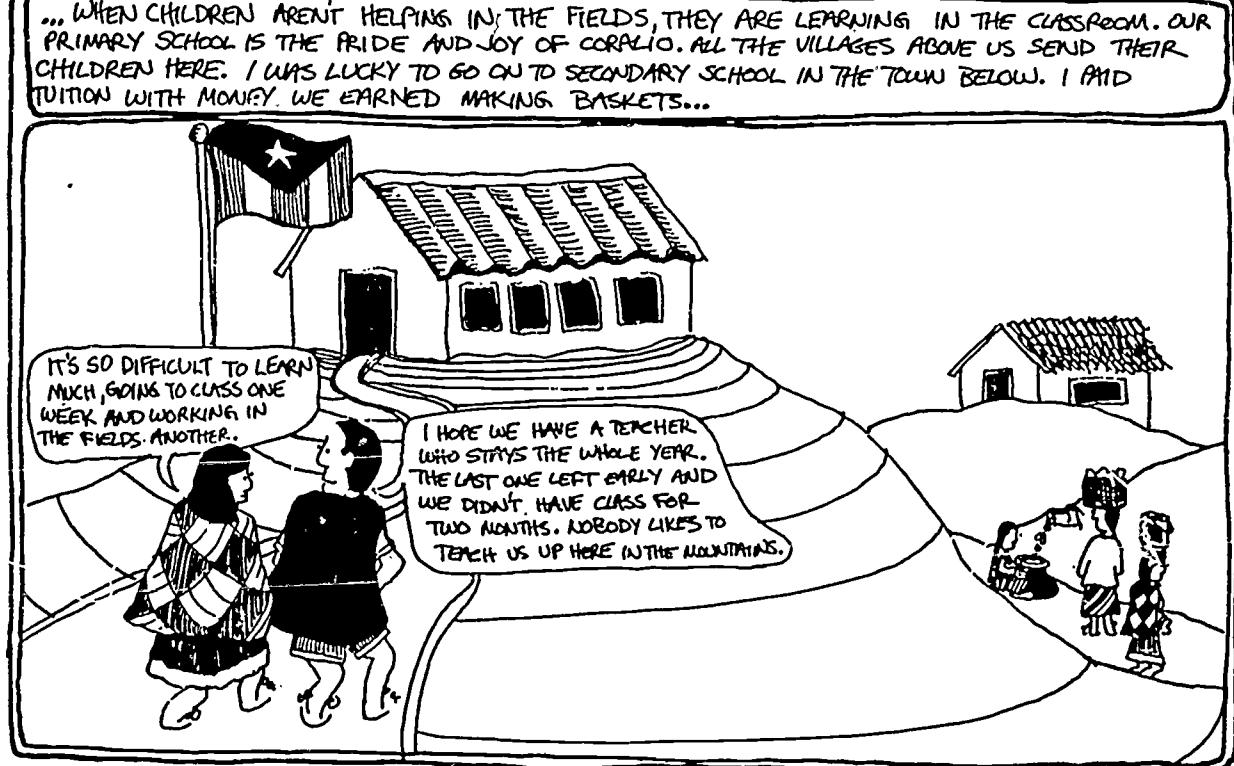
IT'S SO DIFFICULT TO LEARN MUCH, GOING TO CLASS ONE WEEK AND WORKING IN THE FIELDS ANOTHER.

I HOPE WE HAVE A TEACHER WHO STAYS THE WHOLE YEAR. THE LAST ONE LEFT EARLY AND WE DIDN'T HAVE CLASS FOR TWO MONTHS. NOBODY LIKES TO TEACH US UP HERE IN THE MOUNTAINS.

-9-

303

304

...NEAR THE SCHOOL, THE GOVERNMENT SANK A PIPE INTO THE VILLAGE'S MAIN SPRING SOURCE FOUR YEARS AGO AND BUILT A CEMENT PLATFORM AROUND IT TO KEEP THE AREA CLEAN. SINCE THEN, THE WATER HAS A RED TINGE TO IT, AND PEOPLE USE OTHER SOURCES. SOME GO AFTER WORK TO THE NEARBY STREAM THAT FLOWS FROM THE VILLAGES ABOVE. THERE THEY BATHE, DO LAUNDRY AND FETCH WATER...
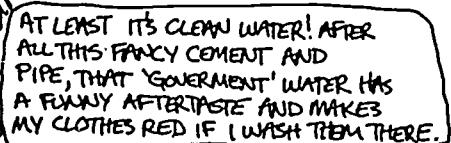
AT LEAST IT'S CLEAN WATER! AFTER ALL THIS FANCY CEMENT AND PIPE, THAT 'GOVERMENT' WATER HAS A FUNNY AFTERTASTE AND MAKES MY CLOTHES RED IF I WASH THEM THERE.
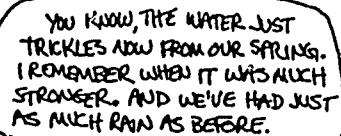
YOU KNOW, THE WATER JUST TRICKLES NOW FROM OUR SPRING. I REMEMBER WHEN IT WAS MUCH STRONGER. AND WE'VE HAD JUST AS MUCH RAIN AS BEFORE.
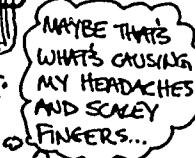
MAYBE THAT'S WHAT'S CAUSING MY HEADACHES AND SCALEY FINGERS...

1981

FREE TIME AT THE END OF THE DAY IS SPENT VISITING NEIGHBORS, FINISHING CHORES, RELAXING, AND WORKING ON BASKETS TO SELL IN THE TOWN BELOW...
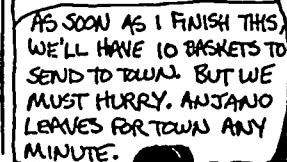
AS SOON AS I FINISH THIS, WE'LL HAVE 10 BASKETS TO SEND TO TOWN. BUT WE MUST HURRY. ANJANO LEAVES FOR TOWN ANY MINUTE.

IS IT TRUE, MAMA, THAT THE MAN IN TOWN SELLS OUR BASKETS FOR 8 PESOS A PIECE? WHY DO WE ONLY GET 2 PESOS A PIECE FROM HIM?
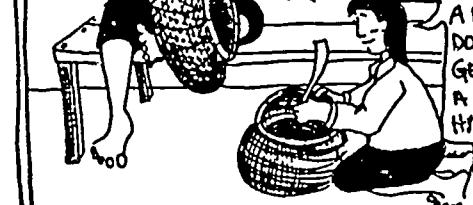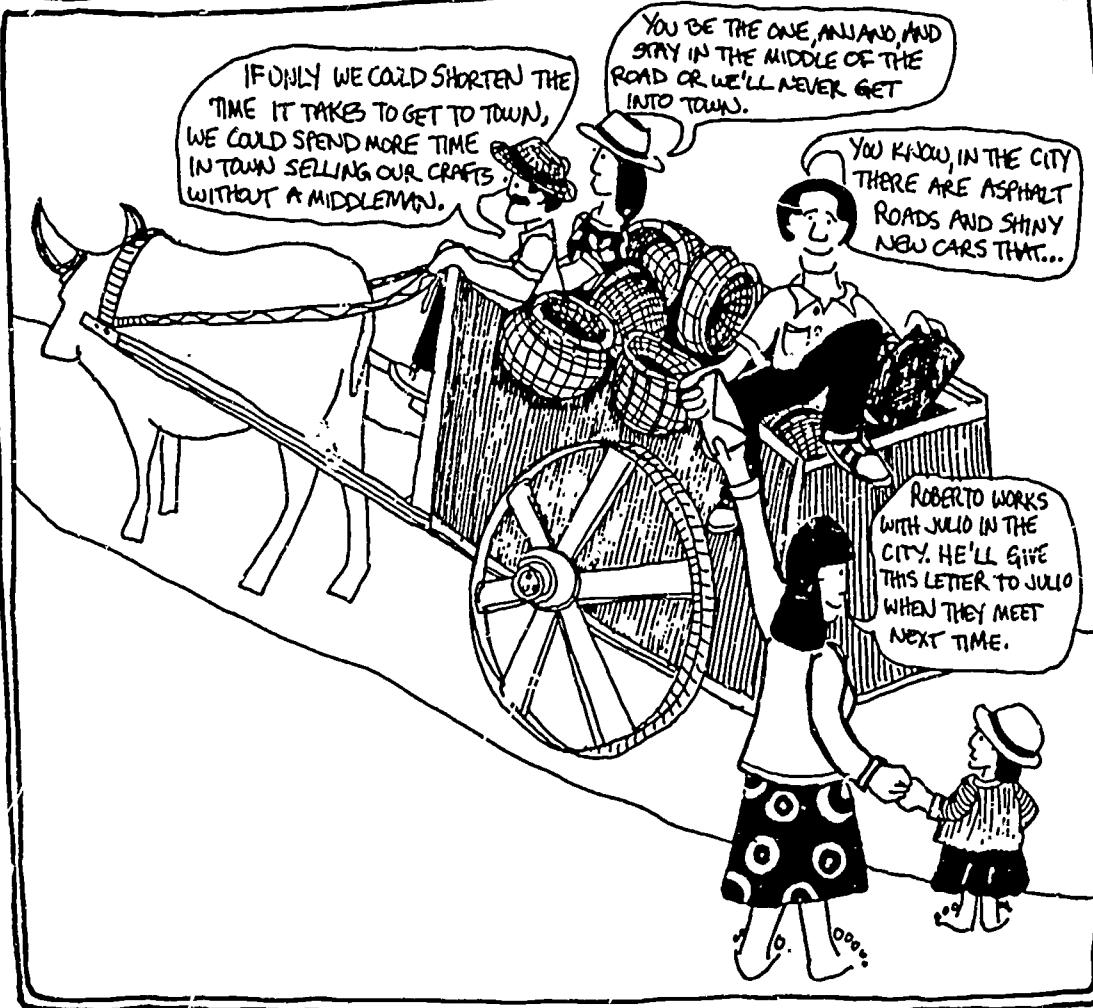
QUESTION TYPES

1. Closed-ended questions:

   a. used to elicit factual information.
   b. generally require only short answers.
   c. useful in gathering data quickly.
   d. response is usually "yes" or "no" or other brief comment.
   e. appropriate when there·is no reason to discuss the response further.

   Examples: Are there traditional healers in the village?
   Do you believe in traditional medicine?

2. Open-ended:

   a. used to get interviewee (the speaker) to open up, talk, reveal more information, feelings, attitudes, etc.
   b. appropriate when information is needed and interviewee might be inclined to give guarded or partial answers to closed-ended questions.

   Examples: What are the sorts of things traditional healers do?

   What are some important things I should know about traditional medical beliefs in this country?

LISTENER RESPONSES AND PROBES FOR GATHERING INFORMATION

TYPE	EXPLANATION	EXAMPLE	NOTES ABOUT LISTENER RESPONSES IN HOST COUNTRY
1. Passive listening and brief assertion of understanding	Passive listening simply lets the speaker know you are still "with" him or her. Several non-verbal signals will encourage the speaker to continue - nodding your head, smiling, and leaning forward. Typical verbal responses (assertions of understanding) used to show you are paying attention include "I see," "really," "yes," and "mm-hmm."	Speaker (Informal Interviewee): "Our society is really a very traditional one. Men are responsible for working the fields and marketing produce, while the women work at home and take care of the family." Listener (Informal Interviewer): "I see," or "really," "yes," and "mm-hmm."	
2. Neutral phrase (Dialog-sustaining)	Any expression by you, the listener, that elicits more information from the speaker without affecting (biasing) the information. This also reassures the speaker that you are interested and encourages him/her to continue talking.	Speaker: "Our great-grandfathers, in the old days before the foreigners came, used to tell tales about our history that were passed by word of mouth to their children." Listener: "Uh-huh" or "and..?" Speaker: "But then the foreigners came with their new ways." Listener: "Could you elaborate a bit more on what you mean?" or "I'd like to know more about that" or "Tell me more."	
3. Silence	A period of time (under 10 seconds) when you do not speak but look attentively at the speaker.	Speaker: "You know, being a North American working in this clinic can have its problems." Listener: Silence ---3 seconds Speaker: "Yeah, the Volunteer before you was the f.'st North American this community ever knew, and he didn't come through with a lots of the promises he made."	

310

311

- 299 -

TYPE	EXPLANATION	EXAMPLE	NOTES ABOUT LISTENER RESPONSES IN HOST COUNTRY
4. Echo	You convert the last portion of what the speaker says into a question, generally with almost all of the words exactly the same as stated by the speaker.	Speaker: "I liked it a lot when I left this small town, went to the capital and finally did something I thought was meaningful." Listener: "Something you thought was meaningful?"	
5. Paraphrasing	Paraphrasing is one way to check your understanding of the speaker's ideas. Restate what the speaker has said, using your own words. This is most appropriate when the speaker pauses and is waiting for you to comment.	Speaker: "I think you're a great counterpart, but no matter what I do, the principal has something bad to say about my work. I guess I can't do anything right." Listener: "Am I getting this right? You're beginning to feel really down because nothing you do seems to please the principal?"	
6. Repetition	Repeating a question asked earlier, usually with nearly identical wording following a general reply instead of a direct response.	Listener: "What do you think are some specific things I could do to get some credibility with the ministry?" Speaker: "Well, its pretty tough. The old minister quit a couple of years ago. I was good friends with the sister of the minister." Listener: "Uh-huh... but what do you think are some specific things I could do now to get some credibility with the ministry?"	

312

313

INDIVIDUAL PLANNING FORM

Assignment Area -- Technical

1. What do I want to know?

2. How do I frame the questions to find out?

3. Where do I find the information?

- 301 -

314

INDIVIDUAL PLANNING FORM

Assignment Area -- Cultural

1. What do I want to know?

2. How do I frame the questions to find out?

3. Where do I find the information?

315

INDIVIDUAL PLANNING FORM

Assignment Area   -- Impact

1. What do I want to know?

2. How do I frame the questions to find out?

3. Where do I find the information?

Obstacle/Input Chart

List each identified obstacle and impact of the three levels, National, community, Individual, and complete the chart.

Obstacles	Identify what level is Appropriate for this obstacle N= National I= Individual C= Community	Impact D= Direct ID= Indirect	Strategy for Overcoming obstacle	Skills Needed to Overcome obstacle
(1)				
(2)				
(3)				
(4)				
(5)				

A COMPARISON OF FORMAL AND NON-FORMAL EDUCATION

One definition of non-formal education: It is that education which

takes place primarily outside the school's formal hierarchy (from kindergarten to graduate school), and

is aimed primarily at helping people in such areas as literacy, learning a skill, better farming, better health, better nutrition, etc.

Formal Education	Non-Formal Education

A. PURPOSES

1. **Long-term and general** Formal education is expected to provide the basis for an individual's whole future life. Therefore, even in technical fields, it is general in character.	1. **Short-term and specific** Non-formal education meets short-term learning needs of individuals and communities. It therefore emphasizes the learning of specific knowledge and skills and the inculcation of specific attitudes which result in immediate functional behavioral changes.
2. **Credential based** The end product of formal education is the acquisition of qualifications and certificates which enable individuals to obtain specific socio-economic positions in the wider society. Rewards are therefore deferred.	2. **Non-credential based** Non-formal education produces learning which is immediately valued in the context of the individual's or community's life situation. Rewards are tangible and may include improvements in material well-being, productivity, self-awareness, ability to control the environment, etc.

B. TIMING

1. **Long Cycle**
Formal education programs
are rarely less than 1
year in length and usually
last for much longer
periods, often 10 years
or more. One level of
study leads immediately on
to the next.

2. **Preparatory**
Formal education is child-
centered and future-
oriented and provides the
basis for future par-
ticipation in society and
economy.

3. **Full-Time**
Formal education takes
place full-time and does
not permit other parallel
activities, especially pro-
ductive work.

1. **Short Cycle**
Non-formal education
programs are quite
short, rarely longer
than 2 years and
often much shorter than
this. Length will
depend on the period
required to achieve the
learning objectives in
question.

2. **Recurrent**
Non-formal education
may be designed for
children or adults,
depending on the imme-
diate learning needs
arising from the
individual's roles and
stage in life.

3. **Part-Time**
Non-formal education is
part-time, and activi-
ties may be timed in a
variety of ways to meet
the needs and con-
venience of learners.

C. CONTENT

1. **Input-Centered and
Standardized**
The basis of the curriculum
for formal education is a
well-defined package of
cognitive knowledge with
limited emphasis on psycho-
motor or affective con-
sideration. The content is
standardized across large
groups of learners.

1. **Output-Centered and
Individualized**
Non-formal education is
task- or skill-centered
and designed to produce
quite specific changes
in the learners. Units
are discrete and
variable and may be
related to the precise
functional learning
needs of individual
participants or small
homogeneous groups.

2. Academic
The curriculum is founded
in theory and isolated
from environmental and
social realities.

2. Practical
The curriculum is dic-
tated by the particular
uses to which the
learning will be put
and consequently is
closely related to the
environment of the
learners.

3. Clientele determined by
Entry Requirements
Clientele are defined in
terms of their ability to
cope with the level of
education being offered.
Literacy is essential
(except at the lowest
level) and successful
completion of lower
levels is required for
admission to higher
levels.

3. Entry Requirements
Determined by Clientele
Non-formal education is
geared to the needs and
interests of the poten-
tial clientele.
Specific characteristics
such as literacy or
formal educational
qualifications are not
essential for
admission.

D. DELIVERY SYSTEM

1. Institution-based
Formal education takes
place in highly visible
and expensive institutions
called "schools," whose
sole purpose is educa-
tional.

1. Environment-based
Non-formal education takes
place in a variety of set-
tings, but emphasis is
given to locales (such as
the work place or home)
which are not education-
specific. Such specific
facilities that are used
are minimal and low-cost.

2. Isolated
Formal education programs
are isolated from the
socio-economic environment
and from social action.
Learners are removed from
their own environments for
substantial periods.

2. Community-related
Non-formal education is
conducted close to where
learners live and work,
and the environment is
functionally related to
the learning which takes
place.

3. <u>Rigidly structured</u>
Formal education is rigidly structured around the parameters of time and the participants' age and/or performance. It involves uniform entry points, is graded into uniform units, and is sequential and continuous. Clear interrelationships exist between different programs.

3. <u>Flexibly structured</u>
Non-formal education programs have varying degrees and types of structure, but a variety of relationships and sequences are possible within them. Programs are discrete and few relationships exist between them.

4. <u>Teacher-centered</u>
Formal education involves a labor-intensive technology and emphasizes teaching rather than learning. Authority and control is vested in formally qualified and certified members of a teaching profession.

4. <u>Learner-centered</u>
Non-formal education uses a variety of resources and technologies. Emphasis is on learning rather than teaching, and a variety of personnel (often not professional educators) are utilized as facilitators rather than teachers.

5. <u>Resource-intensive</u>
Formal education utilizes expensive plant and staff, involves a high opportunity-cost of student time, and largely draws its resources from outside the immediate surrounding community.

5. <u>Resource-saving</u>
Non-formal education economizes on resources by utilizing community facilities and personnel (especially at slack times) where possible, by keeping specific facilities low-cost, and by part-time study.

E. CONTROL

1. **Externally controlled**
    Curricula and standards
    are externally deter-
    mined and publicly
    controlled or supervised
    by national bureaucra-
    cies.

1. **Self-governing**
    Control is uncoor-
    dinated, fragmented, and
    diffuse, involving a
    variety of agencies,
    often non-governmental.
    There is substantial
    autonomy at program and
    local levels, with an
    emphasis on local ini-
    tiative, self-help, and
    innovation.

2. **Hierarchical**
    Internal control is
    highly structured and
    based on role-defined
    relations among teachers
    and between teachers and
    learners.

2. **Democratic**
    Substantial control is
    vested in participants
    and the local community.

Adapted from Tim Simkins, NON-FORMAL EDUCATION AND DEVELOPMENT,
Monchecter Monographs, 1976, pp. 12-13.

FIVE TEACHING-LEARNING PRINCIPLES

PERCEIVED PURPOSE - Let the learner know why it is important or useful that he/she acquire a certain skill or knowledge (e.g., growing a window garden can save money).

INDIVIDUAL DIFFERENTIATION - Consider the learner and the con- text within which he/she learns (e.g., one person might learn by your explanation, another may need to see a diagram).

APPROPRIATE PRACTICE - Allow learners to actually practice the new skill (e.g., learners practice mixing soils before moving on to do so in the actual plot).

KNOWLEDGE OF RESULTS - Give each learner feedback on how he/she is doing and what could be done better (e.g., a learner is told of his/her tendency to not prepare the soil thoroughly).

GRADUATED SEQUENCE - The learning activities are designed to follow a graduated sequence. That is, the matrices flow from easier concepts to more difficult (e.g., learners are taught the theory of mixing soil before they start actually experi- menting with their own plots, which might be the last step).

A PARTIAL LIST OF NON-FORMAL EDUCATION ACTIVITIES

As facilitators we should be able to use a variety of teaching methods and tools, depending upon our audience and the results we want to achieve. Learning activities/situations can be categorized as follows:

A. To Stimulate Interest

Field trips   Games
  Role plays: - spontaneous   Demonstrations
              - planned   Problem dramas
  Films or slide shows   Result demonstrations
  Campaigns   Puppet shows
                                      Pantomime

B. To Get Discussion Going

Picture stories: - closed   Role plays
                 - open   Problem dramas
                 - alternatives   Brainstorming
Critical incidents   Progressive stories
People's theater

C. To Share Information

Films/slides   Talks
Bulletin board   Puppet shows
Displays or exhibits   Demonstrations: method
                                                      result

D. To Build Skills

Method demonstrations   Individual "hands on"
Apprenticeships   Short courses
Child to child (neighbor
  to neighbor)

1. These categories are not all-inclusive. In fact, there is much overlap. For example, a game could be used to stimulate interest, get discussion going, to share information, or build skills.

2. All non-formal education activities should anticipate and encourage participation by local community members.

SIX-STEP PROBLEM SOLVING APPROACH

STEP 1:   Identify, State, and Clarify the Problem: Involves
          becoming aware of the problem, clarifying what seems
          to be involved, locating where the difficulty is,
          deciding on the main issues of the problem.

          For example, the apparent problem is that no one
          in the community X is attending the classes given
          by a Peace Corps Volunteer. After clarification,
          it might be discovered that the real problem is
          the Peace Corps Volunteer's failure to build a
          credible image in the community.

STEP 2:   Analyze the Problem by Gathering Facts and
          Information: Involves gathering data that are needed
          to work on the problem in order to get to know the
          "ins and outs" of the problem.

          For example, gathering information about why the
          Peace Corps Volunteer does not have credibility,
          and what "credibility" in that town really means,
          will help clarify the ins and outs of the
          problem.

STEP 3:   Develop Alternative Solutions: Involves listing and
          examining all the various possible ways of solving the
          problem.

          For example, the Volunteer could brainstorm a
          number of possible courses to take. He/she could
          try a small vegetable garden in part of his/her
          house, try to get to know people better on an
          informal basis, conduct a needs assessment, etc.

STEP 4:   Select the Best Solution and Design a Plan of Action:
          Involves choosing from among all the alternative solu-
          tions to determine the best one. The ideal alter-
          native may not be the best alternative at the moment.
          The best alternative is best based on factors such as
          budget, time, politics, etc.

          For example, the Volunteer might first attend
          community activities, next visit families, and
          then begin to actively work to develop community
          awareness.

SIX-STEP PROBLEM SOLVING APPROACH (continued)

STEP 5: Implement the Solution: Involves putting the solution into action.

STEP 6: Evaluate: Involves determining the effects or ramifications of the solution.

For example, at some point the Volunteer determines if he/she has more credibility and people are attending classes, or if his/her actions have caused any other results not expected or desired.

FORM FOR CHARTING A PROBLEM SOLVING DISCUSSION

Chart the problem solving discussion by placing a pencil at the X in column 1.
Move the pencil to indicate (using a zigzag) how long the discussion continues
in that column. Move back and forth to other columns as required to show the
flow of the discussion.

IDENTIFY, STATE, AND CLARIFY THE PROBLEM	ANALYZE THE PROBLEM BY GATHERING IN-FORMATION	DEVELOP ALTERNATIVE SOLUTIONS	SELECT THE SOLUTION & DESIGN A PLAN OF ACTION	IMPLEMENT THE SOLUTION	EVALUATE
Example Group spent little time clarifying the problem	Group jumped right to a solution then moved back to gathering information				
Your observations					

CASE STUDY: THE PEACE CORPS IN HIDDEN VALLEY

Fred was a Volunteer in the village of Hidden Valley. He
worked in a project whose goal was to increase the protein
intake of the villagers by teaching people how to better raise
chickens for egg production. He began with a group of four
farmers and organized them into a loose co-op. The four far-
mers helped build each other's chicken huts, partly made with
some materials Fred had ordered through Sears Roebuck and
received through the pouch. Fred got the local butchers to
agree to save blood and entrails to be used as protein supple-
ments to be fed to his four farmers' chickens. He taught them
to mix these things with millet and corn, which they already
grew. The feed mix was not as good as that used by American
farmers, but certainly better than the "let them run free, hunt
and peck" system formerly used. When the first eggs came in,
Fred taught the farmers to pulverize some shells and add them
to the mix.

Production after six months, although marred by a few
mishaps (including a few farmers' wives who had cooked some of
the chickens), was not all that bad: chickens were producing
150% of the average for chickens that ran free. Fred knew this
was a success, but he was hoping for something more demonstra-
tive, something that would encourage others to come to him for
information. He knew that the chickens could easily produce
300%. He finally decided to recommend that the farmers buy a
protein supplement, available in Grass Creek, to add to their
feed. Fred arranged with the American missionaries in Hidden
Valley to bring sacks of protein mix from Grass Creek while on
their frequent trips to the capital. This was somewhat cheaper
than having the local non-Catholic merchants buy and resell the
mix, since it eliminated the middlemen.

The second "harvest" was an unqualified success: the
chickens were in fact producing three times the eggs of the
others in the town. Fred's project was getting attention from
other farmers. Soon, Fred was working with 12 farmers. He got
more supplies from Sears, the missionaries agreed to step up
their deliveries, and Fred's hometown church raised money to
buy vaccines to protect the chickens against disease. Fred
administered the vaccines himself, free of charge, often
working overtime.

So it went, for two years. Fred's project was so success-
ful that he was getting a lot of attention -- "a Super Vol."
When he left, Hidden Valley's egg supply was three times what
it had been, and they were twice as cheap.

- 321-

CASE STUDY: THE PEACE CORPS IN HIDDEN VALLEY (continued)

But when he left, things went awry. Fred left a villager
with instructions for how and where to buy protein mix and who
to contact among the missionaries. Paulo, the villager, was
not an American, and not too personable, neither of which won
him any points at the mission. The supply of protein mix got
shaky and irregular, and finally stopped altogether. Someone
accused Paulo of stealing the money used to buy the mix. No
one remembered the alternative protein source at the
slaughterhouse. An epidemic killed a lot of the new, unvac-
cinated chickens. It was only a matter of three years before
Hidden Valley's egg supply fell back to a level just slightly
above that of the year before Fred's arrival.

What is the problem here?

WORKING STYLE INVENTORY

Self-Assessment

Sixteen situations typical of those faced by Peace Corps Volunteers in the past are described below. Four different ways of handling each situation are described next. Select the way of handling each situation which you prefer and assign the number "4" to that choice. Select your next preferred choice and assign a "3" to it. Assign a "2" to the next preferred choice and then a "1" to the least preferred choice. Write your numerical choices directly on the scoring sheet attached to this form.

This form is designed to help you assess your preferred style of handling situations which you are likely to face during service as a Volunteer. Later you will analyze the results yourself and will be given opportunities to try out different ways to handle similar situations.

Situations #1

Your are entering your assigned village to take over an appropriate technology project. The Volunteer you are replacing has already left. The project is three years old. You have had brief discussions with village leadership and get the sense that the project is being received with mixed results. You have been asked to address a meeting of village leaders to introduce yourself. How would you prefer to handle the situations? (Respond on scoring sheet!)

Choices:

1. Present your approach to the project and ask for questions and advice.

2. Seek the leadership's view of the project and identify problems.

3. Ask the leaders to describe their goals for the project, as well as other pressing needs the village is facing.

4. Ask the leadership if you can sit in on this meeting and become better acquainted with village needs before addressing a meeting.

Situation #2

You have been assigned to help the largest village cooperative keep its financial records straight and to provide general management assistance to co-op leaders. The cooperative is operating at a deficit, and membership is declining. You need to decide how to organize your time from the following choices.

Choices:

5. Develop a balance sheet and income statement to analyze causes of the deficit.

6. Work with co-op manager and bookkeeper to identify causes of deficit and declining membership.

7. Encourage co-op leadership to call a membership meeting to discuss the causes of deficit and declining membership.

8. Observe everyday functioning of the co-op and informally talk with people who belong and do not belong to the enterprise.

Situation #3

You have been assigned as a teacher in the local trade school in manual arts. A disagreement has arisen among the faculty about whether to emphasize employable skills training or preparation for advanced training. You are about to attend a faculty meeting to discuss these issues. You are the only expatriate member of the faculty. What is your strategy?

Choices:

9. Publicly state your point of view, indicating a willingness to listen.

10. Meet with influential faculty and seek to influence them to your point of view.

11. Seek the advice of fellow faculty and follow it.

12. Take no position in public and attend the meeting to listen and learn.

Situation #4

You are assigned to a small vegetable cooperative project which has been underway for several years. There is very high interest in the project among the village at large. However, the local leadership has just decided all co-op labor must be assigned to rebuilding the bridge recently flooded out during the rainy season. This is planting time for the vegetable co-op. What do you do?

Choices:

13. Persuade the leaders to change their priorities, at least to enable the once-a-year planning in the vegetable fields.

14. Help the leadership identify some alternatives to choosing between the vegetable crop and the bridge.

15. Help the local vegetable co-op manager develop strategies to try to get the local leaders to reconsider.

16. Join in and facilitate bridge repair in an effort to complete it in time to also plant plots.

Situation #5

You are in the last six months of your tour. It is unclear whether you will be replaced by another Volunteer. The local committee is urging you to be sure to finish a gravity irrigation project before you leave. You are not sure you can complete it in the time allotted. How will you handle this pressure?

Choices:

17. Try as hard as you can to complete the project.

18. Lead a planning meeting with the local project committee and staff and try to develop alternative strategies.

19. Concentrate on developing skills in local project staff to enable them to complete the project after your departure.

20. Pass the problem on to the local project staff leaders and encourage them to solve it and tell you what to do.

Situation #6

A new counterpart has been assigned to your food production
project. He/she does not have the connections with local
district officials which the previous counterpart has and seems
unable to use connections to get needed inputs. If you do not
get the needed inputs soon, serious food shortages could
result at harvest time. What will you do?

Choices

21. Use your previous associations through the past counterpart
    to ensure the required inputs are received in time.

22. Develop strategy with the new counterpart to provide intro-
    ductions and contacts to enable him/her to get inputs in
    time.

23. Ask the new counterpart to develop a plan to get inputs,
    and evaluate the plan.

24. Encourage the new counterpart to try to figure out how to
    get needed inputs.

Situation #7

You have taken over an agricultural production project. Part
of this project has included identifying local farmers who show
great promise for succeeding and using them as models to other
farmers. There are two very progressive farmers using the new
technologies and greatly increasing their cultivated land.
Most farmers in the area have not adopted the new practices.
The village leadership is predicting scarcity, even starvation,
next year if food production is not greatly increased. Where
will you focus your time?

Choices

25. Increase food productions by whatever means, including
    using the progressive farmers as "model" farmers for
    others.

26. Balance between encouraging the progressives and working
    directly with more traditional farmers.

27. Organize traditional farmers and train them in new agri-
    cultural practices.

28. Identify why traditional farmers are not adopting new agricultural practices.

Situation #8

The village to which you have been assigned has a native beekeeping project going and is highly motivated about it. Your assignment is a general agricultural assignment, but you happen to know quite a bit about beekeeping and can see some ways to help improve their already successful project. They have shown no interest in using you in that way. How will you respond?

Choices

29. Speak to village and project leaders, laying out some of your ideas for improving the project and suggesting a change in your assignment.

30. Make a suggestion from time to time, informally, demonstrating your competence in this area.

31. Share your dilemma with your counterpart and seek his/her advice and follow it.

32. Move ahead with your assignment as planned, being alert to any future opportunities to be helpful in an informal way with the beekeeping.

Situation #9

Your are beginning the second year of your two-year teaching contract. You have been able to introduce some innovative methods, and students and fellow faculty have responded well and begun to adopt them. Some students in particular have "blossomed" under your direction. What are your priorities for the next eight months?

Choices

33. Focus on the blossoming students and bring more into the fold.

34. Organize special teacher-training seminars to broaden and deepen innovations in curriculum and teacher practices.

35. Seek opportunities to co-teach with counterpart to solidify innovations already adopted.

36. Begin planned withdrawal to lessen dependency on you for
    sustaining the adopted innovations.

Situation #10

You are a health and nutrition specialist assigned to a com-
munity clinic with a very vague and general assignment. The
needs surrounding you are overwhelming, but you don't know
where to begin. The clinic director seems glad to have you,
but has provided no specific direction. How will you begin?

Choices

37. Assess your strongest field and make a concrete proposition
    to the director to clarify your role.

38. Ask for a meeting with the director to mutually explore
    his/her priorities and ascertain where you can be most
    helpful.

39. Ask your counterpart(s) if you can observe them for a month
    in the hope of identifying areas where your skills can
    complement theirs.

40. Conduct a community needs assessment and develop your role
    in response to those needs.

Situation #11

You are a technician assigned to a well drilling project in a
community where potable water is in short supply. You know how
to dig wells and have demonstrated how to do so. However, in
this culture, manual labor by men is frowned upon. They are
happy to have you dig wells while they watch. What will you
do?

Choices

41. Continue digging to show that manual labor is acceptable
    and, by example, influence local men to join you.

42. Meet with influential leaders and point out the necessity
    for potable water and its relationship with health problems
    in the community.

43. Meet with counterpart(s) and try to get them to help you
    solve the problem.

44. Stop digging wells and focus your attention on overall needs and how you might help meet some of those needs.

Situation #12

You have been working as an athletic coach in the community and, under your direction, the community has produced outstanding teams. It is a matter of considerable pride to community leaders, and they have asked you to continue to win. You have noticed little parental involvement, however, and in order to win you have to focus attention on a small number of talented youth. How will you change the situation?

Choices

45. Try to maintain your winning teams, while organizing new teams with more focus on parental involvement among new team members.

46. Call a meeting of existing and new parents and make a greater parental involvement condition of your continued coaching.

47. Seek parental assistance in coaching, organize new teams, and focus your time on training new coaches.

48. Spread your "winners" among newly organized teams, minimize the importance of "winning", and concentrate on parental involvement to identify new needs.

Situation #13

Your counterpart is becoming increasingly dominating during project committee meetings. As his/her confidence and skill has grown, you have gladly given over more responsibility. But it seems to you other committee members are becoming more withdrawn from the project. You want to build a strong project team, rather than just one strong counterpart. What should you do?

Choices

49. Raise the issue directly with the counterpart and offer to lead the next committee meeting to demonstrate participative leadership skills.

50. Provide help in planning the next meeting and make some specific suggestions to the counterpart about how to modify leadership behavior.

51. Watch for opportunities to provide feedback, ask the coun-
terpart questions about how she/he thinks meetings are
going, and reinforce participative behavior.

52. Leave the situation alone and count on the committee to
"call" the counterpart on dominating behavior, then rein-
force and offer help.

Situation #14

You have just been assigned to a project which is a mess. Your
counterpart appears to have opened a small shop for a second
income and is not showing up for project work. Community
leaders are unhappy because the project was begun with a lot of
enthusiasm. They have asked you to take over and straighten
it out. How will you proceed?

Choices

53. Take over and straighten out the project first, then deal
with the counterpart problem later.

54. Confront the counterpart with his/her behavior and provide
ongoing consultation until both problems are more
manageable.

55. Present the counterpart with pressing project problems and
ask him/her to suggest solutions and plans to implement
solutions.

56. Call a meeting with the leaders and the counterpart; make
it a problem solving session as a first step toward project
reorganization.

Situation #15

You are working in a community with another Volunteer. You
have just become aware that the other Volunteer has deeply
offended the leaders because of dress-code behavior. The level
of distress in the community is rising and inhibiting the suc-
cess of both of your assignments. How will you handle this?

Choices

57. Speak to the other Volunteer immediately and strongly
suggest she/he change inappropriate behavior.

58. Speak with the other Volunteer in a mutual problem-solving
manner and try to understand reasons for the behavior.

- 330 -

59. Bring influential community leader(s) and the other Volunteer together to mutually explore problem and solutions.

60. Encourage local leaders to go to Volunteer on their own, and offer to be available if they need help.

Situation #16

Your counterpart is moderately skilled and experienced, and moderately interested in your project. She/he does not see the project as advancing her/his own career. The village, however, is vitally interested in the project. How would you handle this situation?

Choices

61. Try to get the counterpart reassigned, and temporarily take over direction of the project until a new person is assigned.

62. Spend time with the counterpart trying to identify ways in which her/his role in the project can meet both project goals and career aspirations.

63. Work with the counterpart on career goals and help her/him develop strategy for pursuing them, including leaving the project if appropriate.

64. Facilitate a meeting between community leaders and the counterpart to see if they can come up with a mutually satisfactory solution to the problem.

Scoring Sheet

(A)	(B)	(C)	(D)
1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.
21.	22.	23.	24.
25.	26.	27.	28.
29.	30.	31.	32.
33.	34.	35.	36.
37.	38.	39.	40.
41.	42.	43.	44.
45.	46.	47.	48.
49.	50.	51.	52.
53.	54.	55.	56.
57.	58.	59.	60.
61.	62.	63.	64.
Total_____	Total_____	Total_____	Total_____

Instructions:

Enter your responses for each of the 16 situations above.
Assign a "4" to your first choice, a "3" to your second choice,
a "2" to you next choice, and a "1" to your last choice in each
situation.

When you have responded fully to each set of choices, total the
numbers vertically in each column.

"Description of Four Working Styles"

The inventory you have just taken presented a series of
situations that demanded choices about how to work with others.
In fact, there is no hard and fast rule to determine the best
way to work with others, and no situation is exactly like
another. (For example, even though one long-range goal is
self-sufficiency, a situation may dictate that we choose
actions that would fall in the direct service column in order
to attain short-term goals.) As much as possible, we need to
be clear about what the situation is we are confronting, and
try to make a conscious choice about how to act so that we are
aware of the consequences of our choices and how they affect the
people with whom we work. The inventory in general
corresponds to the "Continuum of Volunteer Styles and
approaches" that appears on the flipchart. Your score
corresponds to one of the major work styles (the numbers in
columns A, B, C, and D, correspond to (1) Direct Service, (2)
Demonstration, (3) Organizing with Others, and (4) Indirect
Service. If you score higher in one column than in another, it
indicates that you prefer to work in that mode in the situation
described. Each style is described as follows.

Column A: Direct Service:

This is a direct approach in which the Volunteer mostly does
the work, gets a project organized, provides a needed service
where none exists, and generally takes the initiative for making
things happen. In most instances, this means that the
Volunteer takes responsibility for the action or project, and
that a counterpart may or may not be involved--and even if
involved, will look to the Volunteer for action and leadership.

Column B: Demonstration

In this approach or situation, the Volunteer spends most of the
time demonstrating to others how to do something, but also
spends a lot of time doing it him/herself. Most often the
responsibility is a combination of direct service and
training/demonstrations, often with the Volunteer sharing some
responsibilities with a promising local leader or an assigned
counterpart.

Column C: Organizing with Others:

In this approach, the Volunteer encourages and stimulates pro-
mising counterparts and others in the community, generally--
although not always--working with people rather than directly

on projects. (Note: Throughout this session, we use community in its most generic sense--it could be a school community, an agricultural office, or a town or section of a city.) The focus is on building leadership and helping to develop a group or organization, which will continue the work. The Volunteer's primary work is behind the scenes, using influence, assisting as a resource in developing alternative solutions which the people choose or generate themselves, serving in a training capacity, occasionally serving as a role model in doing work, and so on.

Column D: Indirect Service:

In this approach, the Volunteer responds to a range of situations and problems raised in Volunteer work by helping others solve their own problems; the Volunteer does not direct any of the work but concentrates on helping the people define and refine their perceived need. Help is given only on request, rarely initiated by the Volunteer. The Volunteer may even come and go, leaving the project to do something else and thus reinforcing the autonomy of the group. The way the Volunteer works is primarily clarifying, asking questions, listening a lot, and facilitating.

These four styles can be seen as related to stages in the development of self-sufficiency. For example, in a beginning stage, a group may never have worked together, may not have any technical resources, and may not believe that it is possible to make improvements. In such a situation a Volunteer may decide that the best way to get things moving is to establish credibility, to show people that (for example) a fat pig can be produced, and thus salvage a bad situation. In so doing, he may decide to simply do the work himself and show the skeptical that something can be done. In this instance, the Volunteer may be using a combination of direct service and demonstration.

At a later stage of development, as a group or project moves towards self-sufficiency, a Volunteer may decide that the best way to help a group move along is to work only with the leadership in a community to help them plan or communicate effectively together. In this instance, the Volunteer will do nothing without a counterpart from the community. The primary task in this case would be leadership training and organizing with others.

In these situations, one must consider the circumstances and the consequences, and address a critical question: Is a short-term or long-term result desired?

In reality, different styles or combinations of styles may be
called for at different times, depending on the circumstances,
the urgency of the task, what people are expecting of the
Volunteer, whether the project is at a beginning stage or a
later stage, whether one is addressing a long-term or short-term
situation, etc. Sometimes, a Volunteer may need to use all
four work styles on different days of the week for the same
project. Whatever the style, there are consequences for the
way a Volunteer works.

KEEPRAH: A MODEL FOR COMMUNITY ANALYSIS

SUBSYSTEM	EXAMPLES	QUESTIONS TO ASK
KINSHIP	Descent, authority, inheritance, residence habitation, marriage, nepotism, migration, family.	
EDUCATION	Type of education, traditional vs non-traditional, books, libraries, schools teacher, who attends, what they learn, when they attend who controls schools, who contributes to the education.	
ECONOMICS	Production, distribution, consumption of goods/services, employment, probability of local economy in relation to outside factors, who is in control types of jobs, ownership possessions, assets, wealth, rich/poor.	
POLITICS	Type of government, serious officials or figureheads, maintenance of law/order, demands on people, attitudes about government, solution of grievances, laws, justices, rights, legal problems.	
RELIGION	Historical perspectives, types of religion, prejudice about religion, festivals/holidays/rites, creeds/beliefs, participation, churches, ministers, congregations.	
ASSOCIATIONS	Unions, farm groups, co-ops, federations, societies, class structure, social mobility, racial/ethnic tensions, sports.	
HEALTH	Major illnesses, hospital, types of medicines/treatment, doctors, beliefs, dentist, pharmacy, ambulance, water supply.	

Community Study: Taralondo
BASIC FACTS

Three thousand people live in the town of Taralondo. It is located on a hill 45 km from a larger city which has 200,000 people. An unpaved road connects Taralondo with the city, and a bus comes twice a week. There is no electricity. Farm plots are located about a 1 hour walk outside of town, although most farmers live right in Taralondo. The new health center is located on a small hill outside of the town on the main road. The school is located on a small hill 1/4 km outside of the town. There is a church and a store in the center of Taralondo.

There are generally close ties between the families. A typical family would have a mother, father, 4 or 5 children and one or two grandparents. The grandmother traditionally takes care of anyone in the family who gets sick. The children who are old enough to work give the money to the mother who uses it for running the household.

The school house has one room. Boys attend in the morning and girls in the afternoon. There are two young teachers, both who have high school education after having studied in the neighboring city. Most of the townspeople of Taralondo are iliterate with the exception of some people like the mayor and the head of the city council, the storekeeper and large landowners.

Taralondo has a mayor and city council made up of 12 men. The mayor is a large landowner and his brother is the head of the city council. Neither of them has ever been defeated in an election.

Some of the women belong to a "women's club". Ten to twelve women meet every Wednesday to exchange news and work together on small handicraft projects.

There is one church in town. Services are given every week. Many of the older people go to church, but practice rituals at home that are not practiced in church.

The townspeople are superstitious about the causes of disease. There is a traditional curer (medicine person) in Taralondo who specializes in herbs and spells. She is illiterate and has no knowledge of or use of western medicine knowledge. Most of the people believe in her abilities and readily ask for her

help when there is an illness. There are four midwives in the
village, and although they have no formal training, they are
accepted by the people as being knowledgeable in the field of
medicine. People will occasionally take a very sick child to
the out-patient health center in the city but they will seldom
go to the hospital because they believe it is a place where you
go to die. The government came in a few years ago and built a
village health center in the town, but no one uses it. A doc-
tor comes from the city once a week, but hardly anyone goes to
see him.

Taken from <u>Helping Health Workers</u> Learn by David Werner & Bill
Bower.

Suggestions for gathering community information

There are no set rules or one 'right' approach for
gathering needed information in a community. However,
several people-centered programs have come up with the
following ideas:

1. Go to people's homes and get to know them. But do not
   start by taking a survey. Information learned through
   friendly, casual visits is often truer and more useful.
   Put the needs and feelings of the people first.

2. When gathering information, try to find out what problems
   people feel are most important or want to solve first.
   Learn what ideas they have for solving them.

3. Ask only for information that makes sense (and not simply
   because you were told to collect it). Be sure you and the
   people understand why the information is needed. For
   example, be sure parents understand why you weigh children
   before you do it.

4. Involve local people in gathering the information. Be sure
   studies are not of the people, but by the people. (For
   simple surveys in which children and non-literate people
   can take part, see p. 7-13 and Chapter 24 and 25.)

5. When conducting a survey or community diagnosis, try to
   avoid taking along written questionnaires. Avoid writing
   notes while a person is talking to you. Listen carefully,
   remember what you can, and write your notes later. Always
   be honest and open about the purpose of your visit.

6. Look for ways of making the survey a learning, exploring
   experience for those being questioned. Try to ask
   questions that not only seek information, but that also get
   people thinking and looking at things in new ways.

   For example, instead of simply asking, "How many people in
   your family can read?" follow up by asking, "What good is
   it to know how to read and write?" "Does the school here
   teach your children what they most need to know?" "If not,
   who does?" (For more ideas about this type of question,
   see Where There Is No Doctor, p. w10 and w11.

- 341 -

7. Observes people carefully. You can find out as much by watching the way people act and do things as you can by asking questions. Learn to look and listen.

8. Go slowly when giving people advice, especially when it concerns their attitudes and habits. It is often better to tell a story about how others solved a similar problem by trying a new way. And set a good example yourself.

Note: Where official records of births and deaths are fairly accurate, these can also provide important health information without bothering people in their homes. It is a good idea to compare the deaths in children under five with total deaths. For example, in one area of the Philippines, a rise in children's deaths from 35% to 70% of total deaths between 1975 and 1980 shows that conditions affecting health are getting worse!

COMMUNITY LEADERS

There are many types of _informal_ leaders in your community, in addition to the _formal_ leaders.

      ... Do you know who they are?
      ... Do you know how to work with them?
      ... Do you know how to get them to work with you?

There are:

NATURAL LEADERS ... who attract the trust of community people, who will usually have a lot of common sense, integrity, and concern for other people.

A NATURAL LEADER is not easily identified... is not looking for power for himself/herself... has good judgment and practical common sense... has no personal axe to grind, so he/she attracts trust and confidence... may not have much formal education... may not speak out much at public meetings... knows the community very well and is familiar with the conditions and problems... may be a favorite barber, bartender, healer, owner of a grocery store, etc.

INSTITUTIONAL LEADERS... who are connected with religious, educational, or political institutions.

AN INSTITUTIONAL LEADER has power in the local church, school system, or local government... has prestige and influence in the community... may have been appointed or elected to his/her position... what he/she doesn't approve of is likely to be rejected by the community people.

PRESTIGE LEADERS... who have wealth and social position in the community, who are usually well educated, and may even have traveled a lot.

A PRESTIGE LEADER often belongs to a family that has had influence in the community for many years... is probably wealthy and has high social position... is usually well-educated and well-traveled... generally guides the social areas of the community... is usually afraid of "losing face."

SPECIALTY LEADER ... who are usually the ones community people contact when they have a special kind of problem and need good advice.

A SPECIALTY LEADER has been successful in a certain field...
may have started out poor but has now "made it"... has acquired
skills and practical knowledge over the years... may have gone
out on a limb to start a business in the community, and has
been successful at it... is known for acting carefully and
giving sound advice.

VOLUNTARY LEADERS... who volunteer some of their energies and
time to community and public causes which they believe in.

A VOLUNTARY LEADER usually has definite ideas about what should
be done and how it should be done... has energy and motivation
but probably not much time to research a problem... is likely
to be in the limelight because he/she is persuasive and may
have honors and titles... may feel guilty about his own
affluence... probably has a lot of talent at organizing ... is
usually a good spokesperson or public speaker on behalf of a
cause.

Information on types of leaders adapted from the files of Doris
Phelps.

IDENTIFICATION OF COMMUNITY LEADERS

	FORMAL LEADER	NATURAL LEADER	VOLUNTARY LEADER	SPECIALITY LEADER	PRESTIGE LEADER	INSTITUTIONAL LEADER
1. Specify which of the leaders listed could play a role in getting the community need met.						
2. Who exactly might these leaders be? (Give some examples in the appropriate box)						
3. What role might each of these types of leaders play in achieving the community need? Describe the role they could play.						

Taken from the <u>Evaluation Sourcebook for Private and Voluntary</u>
Organizations by the American Council of Voluntary Agencies for
Foreign Service.

LIFE CYCLE OF A PROJECT

LIFE BEFORE BIRTH	Youth	Adolescence	Adulthood	Middle Age	Old Age	LIFE AFTER DEATH
THE COMMUNITY Its process of development exists already	Youthful exuberence	Identity crisis	Regaining confidence	Renewal of Purpose	Living out the Reality	The Community development process continues.
Gestation period of a plan: After a good idea mates with a community need	The people most affected participate from the first in creating and nourishing this new life	Doubts arise about what the project is achieving	Herd work with rewards not always clear, time for reflection and nourishing ideas	Change for the better perceived; but is it enough?	An extension of life may be needed, if the energy is there	

Evaluation takes form from the day of conception

The impact of a project is immortal. Its last judgment may open the way to a new life.

B A S E L I N E   Frequent checks of vital signs for good health   **I M P A C T**   Keep checking to detect ills early.   **F I N A L**   **E V A L U A T I O N**

JOINTLY	PLANNED	ACTIONS

MONITORING
"How are we doing?"
A constant dialogue among all involved.

TOWARD	DEFINED	OBJECTIVES

MONITORING
"Are we doing what we wanted?"
See if the flow of benefits reach the right people

WARNING

The simplistic logic of many conventional evaluation schemes is anchored in the technocratic project concept, which has grown increasingly sophisticated, demanding and rigid over the years, and further out of touch with reality. Refined technocratic project plans frequently inhibit creativity, spontaneity and the ability to make mid-course corrections and to seize unpredictable targets of opportunity that arise. Evaluations should look for the unexpected, not simply the planned outcomes.

Philip Coombs
Impact Workshop Report,
p. 6. (REF. 1)

"What could we do
differently?" — Surgery may be
needed to prevent early death

"What did we learn?"
— An autopsy or reincarnation
assumed by the community

THE PVO	THE DONORS
A decision needed... do we continue to support the project? — has our thinking about what is a better life changed? — can we make this project's life more meaningful?	(where applicable) They will hold us accountable for our deeds and the use of their resources bequeathed to us.

STEPS TO PROACTIVE PLANNING

1. <u>Identify the goal</u> - A goal is a broad general aim or mission. It is what you want to happen as a result of your efforts, e.g., "to raise the standard of health of the village people by improving village sanitation and cleanliness."

2. <u>Outline specific objectives for achieving the goal</u> - From one project goal, several specific objectives may emerge. A well-defined objective will clarify in detail what the tasks will be for reaching the goal. Objectives specify

    - for whom the project is being done;
    - by whom;
    - within what period of time;
    - where; and
    - what we want to accomplish.

    Objectives are clearly <u>measurable</u> and <u>can be evaluated</u>. Clear objectives are crucial to proactive planning, e.g., "during the first 4 months, work with my counterpart conducting 10 home visits discussing sanitation and health with family members."

3. <u>Anticipate possible obstacles</u> - Good proactive planning should try to identify possible problems and how they may be solved, e.g., a possible obstacle to the above objective would be language ability to conduct home visits. A solution would be to study the language before attempting the visits, or have the help of a translator.

4. <u>Identify resources</u> - To successfully complete your objectives, you may need some resources, i.e., other people, information, materials, and/or money. Knowing these resources and planning how to obtain them will be a key to successfully completing your project, e.g., you may need a language tutor and may need money to pay for this.

5. <u>Evaluation measures</u> - A good plan must include how to measure if you are meeting your objectives and goals. Evaluation is something that should be <u>on-going</u>, which allows you to make minor adjustments or changes before completion. If your objectives are very specific, then evaluation can be based on them - did you accomplish the specific task?

6. <u>Documentation</u> - Planning is not something you do and keep
   in your head; clear work plans help you in your daily,
   weekly, and monthly tasks. It is important to document
   what you plan to do but also to document the implementation
   as you do it. Keep records of what steps you take, what
   obstacles you encounter, how you overcome them, what
   creative solutions you use, and what evaluation measures
   you use. This will be important in looking at the develop-
   ment of the project and its success; likewise, it can be
   shared with other Volunteers involved in similar projects.

PROACTIVE PLANNING CHART

GOAL:

Objective: #				
Tasks	Target Date of Completion	Resources Needed	Obstacles	Contingency Plan

ROLE PLAY #1: PEACE CORPS VOLUNTEER
(Participant)

You are a new Volunteer who has just arrived at your assignment
site after 3 months of Preservice Training. This morning you
have a meeting with your supervisors where you hope to learn
what their expectations are for you over the next two years,
and, in turn, you plan to tell them your job expectations.

ROLE PLAY #1: SUPERVISOR
(Host Country Representative)

You requested that a Peace Corps Volunteer be assigned to your
project. You have never had a Peace Corps Volunteer work for
you before, but you have known of Peace Corps for some time,
and your impression is generally favorable. You are not sure
yet how much responsibility to give the Volunteer, and had in
fact decided to hold off for a while to see how capable s/he is
first. You are just about to have your first meeting with the
Volunteer, who arrived the day before.

When the Volunteer asks questions regarding his/her job assign-
ment, answer in very general terms. When the Volunteer pre-
sents his/her job expectations, probe and seek clarification.
Don't be gentle.

If the Volunteer is able to articulate his/her job expectations
clearly and confidently, tell the Volunteer that you appreciate
these expectations, and that you will see what can be done.
Ask the Volunteer to come back and see you tomorrow at the same
time.

If the Volunteer is not able to articulate his/her job expec-
tations clearly and confidently, tell the Volunteer to come
back and see you when s/he has had more time to think about the
job assignment.

ROLE PLAY #2: PEACE CORPS VOLUNTEER
(Participant)

You are a new Volunteer who has just arrived at your assignment
site after 3 months of Preservice Training. This morning you
have a meeting with your co-workers, where you expect to get a
clearer picture of their job duties and responsibilities, as
well as a clearer idea of how your job assignment might comple-
ment their own. You are not sure if your supervisor (who will
not be attending) has as yet clarified your role with them.

ROLE PLAY #2: CO-WORKERS
(Host Country Representative)

You are about to have a meeting with the new Peace Corps
Volunteer. Your supervisor notified you of the meeting yester-
day, and mentioned only that it would be informal. The purpose
of the meeting, as explained by your supervisor (who will not
be attending), is to meet the new Volunteer and to talk about
the program.

You have never worked with a Peace Corps Volunteer before, but
you have worked with expatriates from other countries. You are
generally suspicious of expatriates. You feel that because
they are American or European, they are given more decision
making power and job responsibility than is sometimes merited.
You also view them as being, for the most part, arrogant and
condescending.

ROLE PLAY #3: PEACE CORPS VOLUNTEER
(Participant)

You are a new Volunteer who has just arrived at your assignment
site after 3 months of Preservice Training. This morning you
have a meeting with the Village Council of your community. You
request~. the meeting for protocol reasons, but also because
you are eager to establish a professional working relationship
with the community leaders.

ROLE PLAY #3: VILLAGE COUNCIL MEMBERS
(Host Country Representative)

You are about to have a meeting with the new Peace Corps
Volunteer. You have heard that the Volunteer requested the
meeting, which surprised you; other Volunteers who have lived
in your community in the past pretty much went about their own
business in their own way.

You are anxious to find out what the Volunteer has in store for
the community. You have heard of Peace Corps Volunteers who
have built schools and dug wells - one Volunteer a few years
back, you have been told, even built a bridge.

CASE STUDY OF A DEVELOPMENT WORKER: JOE
PART I

This is a case study of a Peace Corps Volunteer working in cooperatives. He viewed his position as an important one, working in the beginnings of the country's Cooperative Movement.

After nine months on the job, the Volunteer found that he was concentrating on one rice cooperative. It had taken a good part of the first nine months of his stay to settle into his town and building relationships with the townspeople he considered key to his success as a cooperative worker. He applied the same process to the job, establishing contacts and building relationships with those in the Ministry of Agriculture on whom he knew he would eventually have to rely. This he did on both the headquarters and district level. This work was slow and frustrating, but within nine months the Volunteer felt he had established some very strong relationships with many people in the Ministry and town. Needless to say, he knew most of the agriculture volunteers in the country and often spent time with them, talking over their frustrations.

While all this was happening, the Volunteer was in the process of defining his job. Although he was supposed to work with six budding cooperatives, he found himself spending more and more of his time with the one cooperative in his town. This was partly due to the difficulties he had in obtaining gas from the Ministry, partly due to the Minister's interest in the project, and partly due to the high visibility of the cooperative (it was on the main road).

He became the key advisor to the cooperative, working closely with the chairman of the cooperative and the board of directors. He spent a considerable amount of time with each of the twenty members of the cooperative as well. The result of his work was a group of very enthusiastic farmers whom he had taken from skepticism to active participation in nine short months. They had agreed to start a communal pilot rice scheme of some 40 acres, using one piece of land that they had obtained from the clan chief.

One measure of the members wariness in spite of their enthusiasm was that each cooperative member made sure that his own traditional plot of land was prepared for the upcoming rice season. During the time that the Volunteer was building up the members' enthusiasm, he had to cope with many periods of depression, when he felt that he would not be able to bring the

- 359 -

members to a state of readiness in time for his first full
season. In fact, it took a full four months for the members
and their leaders to decide that the project was at least
viable with a fair chance of success.

To reach that point, the Volunteer and the chairman of
the cooperative had together arranged for certain commitments
from the Ministry of Agriculture. The Ministry carried out a
soil survey, promised fertilizer, and helped to arrange a loan
with which the members of the cooperative bought the fer-
tilizer. The Ministry promised to supply improved rice seed,
and the members had raised money for the seeds. This money
they sent to the Ministry via the Volunteer (when he was going
down to the capital for his gamma globulin shots) some two
months before the seeds were due to arrive.

By the end of April, the members and the Volunteer were
fairly satisfied with their progress. A plot of land had been
selected and prepared by the members. The fertilizer had
arrived and was stored in a shed attached to the Volunteer's
house. A number of technical advisors from the Ministry and
UNDP had visited, each giving a lecture or demonstration. The
money for the seed was with the Ministry, and the Director of
the Division had promised that the seed would be available by
mid-April.

By the middle of May, four weeks late, the seeds had not
yet arrived. The Volunteer and cooperative members were
becoming worried. People were expecting the first rains by
late May or very early June, and the rice had to go in just
after the first rains or the yield would probably be severely
reduced.

Finally, the chairman of the cooperative and board of
directors met in a special session to talk over the tardy
seeds. After several hours of palaver, they decided to send an
urgent message to the Division Director in the capital city
inquiring about the seeds. The chairman, whose brother worked
for the Ministry in the nearby county seat, suggested using the
Ministry radio network to send a message to capital city.

The Volunteer mentioned that the radio was not in good
working order. By chance, the Volunteer knew that the Peace
Corps mail truck was due to pass through the town that after-
noon on its way to the capital. The members agreed and the
meeting ended with the chairman and Volunteer drafting the
letter to the Director of the Division.

- 360 -

As the Volunteer and the chairman composed the letter, the Volunteer decided to send the letter to the Peace Corps Agricultural Programmer, asking him to take it by hand to the Division Director. If nothing else, he felt that the letter may carry a little more weight if the agricultural programmer discussed it with the Division Director personally.

The Peace Corps mail truck arrived a half hour later and the letter was sent off.

363

CASE STUDY OF A DEVELOPMENT WORKER
PART II

Three days later, when the Peace Corps mail truck was returning up country, the Volunteer received a letter from the Agricultural Programmer in the capital city. The Ag Programmer had visited the Division Director, and had obtained an assurance from the Director that the rice seeds were just being arranged and should be on their way within the next ten days. The Volunteer visited the chairman and board of directors and the group was considerably reassured by the Ag Programmer's findings. They adjourned to a local bar to celebrate their good fortune.

Ten days later, the first rains fell, good soaking rains which promised a good year if only the seeds were on hand for planting; however, they had not arrived yet. The Volunteer and the chairman called another meeting of the board of directors (although they had some difficulty in contacting some directors because they were out on their own lands planting their own rice crops).

During the meeting, the group decided that they had at the most another 2-1/2 weeks to get the seed in the ground. After that, if would be almost too late. They decided that more urgent action was needed, and began to make plans to send a delegation to the capital to trace the missing seeds and to try to bring them back with them on their return. Plans were made, but when they began to talk about transport, it was found that no one could afford the trip out of their own pocket. The treasurer of the cooperative was consulted, but it was found that almost all the cooperative's funds had been sent almost two months earlier to pay for the seeds. They had no cash on hand.

One of the members then asked the Volunteer if he could go down himself, using his own vehicle. The Volunteer's vehicle was not in working order, and so that option seemed to be useless. The Volunteer began to feel the pressure build, for he knew the next ten days were going to be crucial to the success of the cooperative. After giving it some thought, he decided to pay for taxi fare out of his own pocket for the trip. The Volunteer also wanted to involve someone else from the cooperative, so he asked the chairman if he would accompany him and agreed to fund his trip for just this one time.

The next morning, the Volunteer and chairman left for the capital.

- 362 -

364

CASE STUDY OF A DEVELOPMENT WORKER
PART III

The next morning, the Volunteer met the chairman at the Ministry headquarters, and they together went to see the Director of the Division. When they went into his office, the secretary informed them that the Director was attending a conference on the "Cooperative Movement in Africa" in Lagos, Nigeria and would not be back for another two weeks. Acting in his place, she said, was the newly appointed Deputy Director of Cooperatives.

The Volunteer and chairman went in to the new Acting Director's office, a man whom the Volunteer had never met but the chairman knew from early grade-school. After some reminiscences by both the chairman and the Acting Director, the Volunteer broached the problems that he was facing. Speaking on behalf of the cooperative, he outlined the problems to the Acting Director stressing the promises the Ministry had made to him, and strongly asked for some "immediate action". The Acting Director was not familiar with the case, and was not sure what authority the Director left with him to deal with the situation. However, he promised the Volunteer that he would look into the matter and asked him to return the next morning. The Volunteer, although unhappy with the response, agreed. After he left, the Chairman and the Acting Director continued to share memories, and the Acting Director invited the chairman home for lunch with his family.

Up to this point, there were a number of different reactions from the persons involved. The Volunteer, under pressure for the success of his project, felt upset by what he regarded as a Ministry's "betrayal" (his words) of his project at a crucial moment. He did not know the Acting Director, and was not sure that he would come up with the seeds. The Acting Director, on the other hand was confused by the whole matter. He had been transferred to the Division only two weeks before, and was only just beginning to get his feet on the ground. He was happy to see his old friend, the Chairman, but was a little upset by the somewhat abrupt manner of the Volunteer. (This he decided was nothing to be concerned about, and was probably just the normal way this American acted.) The Chairman, who was not used to working at such high levels of the Government, was a bit overawed by the situation, and was worried about what the lack of rice seed would do to his food supplies and his reputation but assumed that the Volunteer had everything under control.

- 363 -

The Acting Director spent most of the afternoon tracking
down the various arrangements that the Director had made for
this cooperative, and finally determined that the seeds were
indeed on hand and only required some final processing and
packaging and they would be ready--perhaps within a week or so.
Some seeds had already gone out (they had only two trucks
available for transport) to some cooperatives and other buyers,
and it turned out that this Volunteer's request was one among
another 156 left to go.

CASE STUDY OF A DEVELOPMENT WORKER
PART IV

The next morning, as the Volunteer was collecting his mail at the Peace Corps mail room, he ran into the Ag Programmer who asked about the problems that he was having. After listening to the events, the Ag Programmer mentioned to the Volunteer that the United States Embassy had a self help fund from which he might qualify for assistance in buying the seeds. Part of the arrangement, however, was that the Volunteer would have to take responsibility for the funds and project, for a national was not allowed to do so. The Volunteer was glad to have another option available, and said that he would look into it before he left.

After leaving the Peace Corps office, the Volunteer returned to the Ministry to see the Acting Director. Although the Acting Director promised that the seed would be available in three days, he said the Volunteer would have to arrange his own transport; however, the Volunteer also noticed that the Acting Director was very abrupt and cool towards him. The Volunteer left the Ministry unsure about the promise that the Acting Director gave him, and did not really trust his promise, anyway.

The Volunteer knew that if he did not obtain the seed within the next week, it would be too late. To keep his options open, he decided to go the Embassy to investigate the self-help fund.

The Embassy Officer cordially welcomed the Volunteer, and said that they would process his request in a hurry and would have a decision for him in three days.

The Volunteer then met the cooperative chairman, and together they caught a taxi back to their town. On the ride up, the Volunteer was very happy with the results of their trip, and explained enthusiastically the two options that he had worked out for the cooperative. From at least one of the sources, he told the chairman they should be able to get the seed by the end of the week.

CASE STUDY OF A DEVELOPMENT WORKER
PART V

The seeds finally arrived. The Embassy turned down the Volunteer's request because they "needed at least four weeks" to fully investigate the project. The Volunteer had finally gotten his pick-up in working order and had gone down to the city to collect the seeds personally at the end of the week.

Unfortunately, the seeds that arrived turned out to be of poor quality for the Volunteer had been given the wrong sacks of seed from the warehouse. The yield for that year promised to be a very poor one. A month or two later, the Volunteer noticed that the members of the cooperative did not attend their meetings as enthusiastically as they used to.

CASE STUDY OF A DEVELOPMENT WORKER: PAULINE
PART I

15 April

Dear _____,

Well, I've arrived in my village at last. Now that
training is over, I can put to good use all the things we
learned about alternative kinds of education, as well as my
training as a nurse. By the way, I just received my cer-
tificate from nursing school. I guess this is my first <u>real</u>
job. Where can I start? Well, our program manager was right:
it is a storybook setting, with snowcapped mountains and
billowing clouds. But I don't know about the rest of the
story. He told me that my counterpart, the auxiliary nurse,
would be perfect, since she seemed so open to new ideas, and
already knew about the book, <u>Where There Is No Doctor</u>. Well,
she hasn't shown up yet, so I can't tell. But if this first
week is any indication, I am not sure how much she is really
involved with the community. The health center is locked, and
there is a note that says she will be right back.

So, I got here by bus and foot and truck and car, and lo
and behold, the community center where I was supposed to live
isn't finished yet. And no one was expecting me. And I stood
there wondering what would be the right thing to do. It was
too far to return to the city, and anyhow, I'd been here during
the practicum and sort of know a couple of families. I went to
the house where I'd stayed during the practicum, and they
welcomed me with (you guessed it) a big bowl of potato soup.
It is what they eat three times a day, and how were they to
know that's what I'd been eating all during training when I
lived with the family there. They gave me the fanciest "room"
in the house: an alcove with a curtain.

There are seven kids, the mother and father, a skinny
dog, and a couple of chickens scratching around. They are
poor, but I guess not as poor as some other families around.
At least they have plenty of potato soup.

The kids love my stuff, and use my room as their playing
area. I think I'm going to have to get a room of my own pretty
soon, but this is OK for now. So far this week, I've gone to
the school, talked with the community leaders (I <u>think</u> that's
who they are) and visited around. Still no nurse, no doctor,

no support system. But I will be patient, as we learned in
training. I'm sure the pace will pick up sooner than I think.

I'll write again soon.

Love,
Pauline

Taken from the Health Education Training Model developed by
Laura Goldman.

CASE STUDY OF A DEVELOPMENT WORKER: PAULINE
PART II

28 April

Dear _____,

The nurse is here, and she is nice. She had gone to the
city before I arrived to see someone at the Ministry of Health,
and got involved in a family crisis, so she had to stay in
town. But now that she is back, I can get into the health
center. And it is constantly busy: scratches, cuts, diarrhea
and dehydration, fevers, t.b., pregnant women—a textbook of
illnesses and conditions. Including mine: I have been sick
off and on for what seems like forever with diarrhea and
vomiting and headache. The family insists that I eat more, but
I just can't eat any more potato soup for breakfast. I need my
own place and a stove and some privacy. But still no word on
when (or if) the community center will be completed.

I went into the capital last week and the Peace Corps
nurses really laid into me about not having a latrine at my
site, and not being more careful about my health. They said I
had giardia, amoebas, and who-knows-what-else.

I wrote a booklet on latrines (oh, the irony) and PC will
probably use it after the language gets corrected. Maybe like
a comic book. Oh, here's a good story: the latrine project at
my site (sponsored by a government agency) is a mess. Thank
goodness I wasn't involved in it when it happened. The nurse
collected money from 16 families to purchase latrines and gave
the funds to a sanitary inspector who "lost" the money. So now
we are at a loss as to what to do about it. Other than that
there are the usual hassles that I am starting to understand.
Plus the curative work. Such is the life of a dedicated PCV.

Bye for now - Pauline

- 369 -

371

CASE STUDY OF A DEVELOPMENT WORKER: PAULINE
PART III

12 May

Dear _____,

I bet you are surprised to get so many letters in a short
time. But I am so excited, I just have to write. I went to
work at the health center today, even though the nurse isn't
around much these days (she keeps going to the city, saying she
can leave the work with me since I am an "expert"). The
morning was the usual--treating kids with diarrhea, cuts, etc.,
and trying to explain in my broken Spanish why I won't give
vitamin injections. I also talked to a bunch of people about
finishing the community center so I can move in. I'm full of
exciting ideas, and am trying hard to hang on to them while I
wait for the people to "gain confidence." I went home for
potato soup, came back, and found my enthusiasm was dropping
and wondered why I am even here.

Then, a woman came in with a stomach ache. She said she
was five months pregnant, but it looked more like eight or
nine. I felt one head up, and maybe another one down. Only
one fetal heart tone, and so I said no use being "where there
is no doctor," and went to the health subcenter an hour away.
The doctor had taken the day off and locked the door. So we
caught a truck to the hospital in town a couple of hours away,
where all but one doctor had taken the day off. The guy who
was there looked really young, and didn't seem very
experienced. He couldn't find any heart tone and just said
everything was fine. Go home and come back during regular
hours for a check-up. We went home and I almost got to my
house when a young man came running up begging me to help his
wife. She was having a baby. So I got my delivery kit and we
ran what seemed like miles in the high altitude. No one was at
the house. We went back to the road, where they were--three
women and three kids--standing in the path over the woman, who
was obviously in labor. We tried to get to the nearest house,
but she couldn't. Her water ruptured, and I thought, uh-oh,
this is a real-life role play! The baby's head was already
out, and I caught him before he fell to the ground. "It's a
boy! And he is strong and healthy!" I said. And suddenly
noticed that nearly all of the village was watching. We waited
for the placenta, and I checked the baby over. There was
nothing in the kit to cut the cord, so I did what I could with

- 370 -

a knife dipped in alcohol. I know the mother hasn't had a
tetanus shot, but what could I do? Everything went OK, and the
sun began to set on the next ridge as we went to a neighboring
house. I massaged the uterus and tried to get the baby to suck
at her breast. The uterus wouldn't stay firm, and baby
wouldn't suck, and I was exhausted. I left the husband to
massage his wife's belly, and promised to come back tomorrow.
Suddenly the village has regained the glow it had when I first
got here for practicum. All the bright ideas for projects
brightened more, and I felt a wonderful surge of energy. I
even enjoyed the bowl of potato soup for supper.

I look back on these few weeks here and smile... I feel
like a yoyo going up and down. First, getting here, then
visiting other people in the group, and having to say goodbye
to the two women who were leaving early, then up again with
ideas, down again with diarrhea, and now a high from delivering
my first baby and having it turn out well.

It's midnight now, and my eyes are dropping, and my
candle is burning low. What can I say except this must all be
a part of the life of a dedicated PCV.

Love,
Pauline

CASE STUDY OF A DEVELOPMENT WORKER: PAULINE
PART IV

15 May

Dear _____,

Well, the roller coaster ride is OK right now, but the past week has been hell. The community president said there was no way I could live at the community center. They are going to use the room for supplies. I said if you think supplies are more important than a nurse, fine, I'm leaving. I have been so sick, and the PC nurses have given me an ultimatum: either I get my own place by the end of the month or I am out of here. I am still losing weight, and it seems that I am always sick with something--either diarrhea or a cold or an earache or all of the above. I'm tired of playing games with the community leaders.

The work is good: people come all the time to the health post (the nurse comes about once a week, maybe) and I've been making house visits to inject a t.b. patient, see pregnant women, and do the usual checking on diarrhea, dehydration, skin infections.

So, the day I talked to the community president I decided to go into the city just to do errands and catch my breath from all of this. A woman whose kids I have treated came running out to the road. "Oh, don't go, please stay," she said. I told her I had no choice, but she said, "The community leaders are men, they don't understand what you do here, like deliver babies and take care of our children. If you go, no one will come up to help us." She said she had a room in her house, near the health center. I went there and saw a door missing a lock, a dirty room, near a family, animals, and community life. It had an electric bulb connected to a generator, a low ceiling, and looked like heaven. "Can I cook meals in here?" Of course, anything you want, just don't go. It felt good to be needed. I decided to use my bargaining position: "Can I build a latrine, put a lock on the door?" Yes, yes. So, I agreed, and went back to my old house instead of going to the city. When I returned to the new place, they had cleaned it out, put a table in, and made me feel like royalty.

The next day I went to the city and got all my money robbed. But they didn't find the money I had hidden behind my PC I.D. card, which was turned in at the Post Office! Then back to the village, to potato soup. It's gotten so that now when I do home visits, I carry my black bag in one hand and my pants up with the other. No joke.

And I started to move in. Ah, what pleasure, making furni´ure (simple stuff) and setting up a stove. The first night, I made lasagna and slept like a baby.

The only downer right now is the sickness and the feeling of being isolated from other PCVs. But I really enjoy the health center work and the home visits. But when, oh when, will I get to do some of the creative stuff? Time will tell. I think I am going forward, in little tiny steps.

Write when you can--

Love,
Pauline

- 373 -

CASE STUDY OF A DEVELOPMENT WORKER: PAULINE
PART V

29 May

Dear _____,

Where did I leave off? The Perils of Pauline continue,
and the adventures are still exciting. I am in the city, and
the way things are going, I am sort of afraid to go back to the
village and find the health needs have gathered more momentum.
I'm here for a regional meeting, and the program manager has
offered me a plum of a job, but I don't know about taking it.
A real conflict.

But first, let me tell you what has happened since last I
wrote. The auxiliary nurse showed up, as usual on her once-a-
week visits, but this time with a vaccination campaign from the
Ministry of Health. I took names and updated cards. She gave
immunizations: 45 kids in a morning. By 1 PM, I had a
pounding headache. She invited the doctors to my room for cof-
fee (I haven't even unpacked yet!) and fortunately they
refused. She came in anyway, and started ransacking the place
for something to eat--helping herself to the goodies I'd gotten
in the city--cheese, peanuts, good bread. Finally, they all
left and I took a sigh of relief, then tried to put my food
back in boxes so the mice wouldn't eat it. The health center
was a disaster area from the vaccination campaign; I guess it
is my job to clean up after the doctors...

So, just then someone called me from the road. A boy,
saying his mother was in pain since yesterday and could I come
see? Another baby story: so we hiked up the hill for what
seemed like kilometers, and got to a dark house with a lot of
kids running around. Smoke filled my eyes as I went in, and I
couldn't see where she was, or anything for that matter.
Finally, my eyes adjusted and I examined her. I could hear the
fetal heart tones in about any spot, and it felt like the head
was still floating. Not a job for me. Better to go to the
hospital. But there was no time to walk and catch a bus or
truck and get into the city. Time for the "Plan B" we learned
in training: time to "wing it." I go outside where someone is
calling me: Juan with the t.b. wants his injection. I promise
to go over after I leave here. I go back in and a baby is
crying. The mother is vomiting; I smell liquor. She's been

- 374 -

376

drinking. I curse. I ask for a candle, and everyone looks at me blankly. Finally, I look at the baby, a small boy. A short umbilical cord, which I cut. The grandmother is anxious, why hasn't the placenta come? I try to get someone to hold the baby while I attend to the mother. Everyone already had a child in their arms. All of a sudden: What? A second baby comes out, a boy, same size. I dry him off with the UNICEF towel and cut the cord. They are huge for twins. Both seem normal. Finally the placenta comes and it has two umbilical cords--identical twins. The first is very quiet, and I wonder if he is breathing. He is, but I suspect he is hung over from the mother's drinking. I massage the woman's uterus, and say I will come back the next day. They want me to take one of the babies. I refuse, saying I can't accept it. I just had to go home.

On the way, a little boy gave me an egg for a gift. I felt as if I had a cold coming on. I did, and now is finally going away. Then, the week picked up speed: sick kids, newborn babies, t.b. shots, and on and on.

The school teacher came by the next day and asked me to speak to the parents' group about kids who need help in school. I went; he talked. He said if they didn't cooperate with me, he wouldn't let the kids in school. I thought that was a bit drastic, but... I need his support. Then another teacher called me. A kid had fallen and cut his head. It was a nice deep cut, and needed stitches. I tried a butterfly bandage, but it was bleeding too much and kept washing the bandage off. There was no way of getting to the hospital, and I wondered what to do. His parents weren't home, there was blood everywhere, and the doctor is not at the clinic in town. I've watched doctors suture a zillion times, and practiced a little during P.C. health training. I also know I am not supposed to do that, but I weighed the odds. And sewed him up. And checked for a concussion, and told him to come back the next day so I could keep checking him.

And the beat went on... more pregnant women, more mini-crises... women coming by to ask for the wheat-soy-milk blend. I know that the nurse hasn't started the supplemental feeding program this year yet, and there hasn't been time for me to do it. So I gave them couple of bags anyway. After all, the mice are the only ones eating it these days... then a couple of cases of scabies... then doing charts... cleaning the health center...

- 375 -

That night, someone came to my door to ask if I could help out at a birth. The woman was in labor, first pregnancy, baby's head down. Hospital case. The family beseeched me: No, don't make us go, women die at the hospital. I did a pelvic exam on her (the first woman to allow me to do that so far). Small pelvis. I worried a little. I spent the night on the floor. The next morning, I awoke to hear her in labor; still no change. The hospital, I said. We went down to the city, then to the bigger city where there is an operating room. The family was terrified. They told me horror stories about rural people and hospitals. I promised to stay with them. She finally had a Caesarean section and was OK. Back to the village, pack, and off to the capital, where I am now. What a week!

So, here I am on the horns of a dilemma. The Program Manager has this new and exciting job he wants me to take: organizing courses for health workers. Free reign to use Helping Health Workers Learn, do whatever course prep I want to, work with innovative people in the Ministry of Health. It sounds like the perfect job, except... I want to be here in the village, with the ones who need me most. I don't want to be a bureaucrat. But I look in the mirror, and I see this emaciated (but muscular, to be fair) flea-bitten body, and I wonder, what good am I doing?

I am loyal to the people in the village. They need me. Without me, who will help? I'm going to go back and get to work and think about it. I don't need to decide for a week or so.

If you have any wisdom to share, please send it air mail. I need some help in deciding.

Love,
Pauline

5 June (back in the village)

P.S.: I got home and started to build a latrine at my new
place. But the man of the family came home yesterday and told
me the hole was too close to the house, the boards on top would
rot and it wasn't any good. There's no cement in the entire
country (unless you're rich) and there aren't any pre-fab slabs
available from the government agency, and I'm frustrated. So I
asked him if <u>he</u> wanted to do the job and he said yes. Didn't
say when, though. I'll fill you in as the story unfolds.

I'm staying dedicated, as hard as it is sometimes--

Love,
Pauline

Since 1961 when the Peace Corps was created, more than 80,000 U.S. citizens have served as Volunteers in developing countries, living and working among the people of the Third World as colleagues and co-workers. Today 6000 PCVs are involved in programs designed to help strengthen local capacity to address such fundamental concerns as food production, water supply, energy development, nutrition and health education and reforestation.

Peace Corps overseas offices:

BELIZE
P.O. Box 487
Belize City

BENIN
BP 971
Cotonou

BOTSWANA
P.O. Box 93
Gaborone

BURKINA FASO
BP 537-Samandin
Ouagadougou

BURUNDI
c/o American
Embassy
Bujumbura

CAMEROON
BP 817
Yaounde

CENTRAL AFRICAN
REPUBLIC
BP 1080
Bangui

COSTA RICA
Apartado Postal
1266
San Jose

DOMINICAN REPUBLIC
Apartado Postal
1412
Santo Domingo

EASTERN CARIBBEAN
Including: Antigua,
Barbados, Grenada,
Montserrat, St.
Kitts-Nevis,St.
Lucia, St. Vincent,
Dominica "Erin
Court" Bishops
Court Hill
P.O. Box 696-C
Bridgetown, Barbados

ECUADOR
Casilla 635-A
Quito

FIJI
P.O. Box 1094
Suva

GABON
BP 2098
Libreville

GAMBIA,The
P.O. Box 582
Banjul

GHANA
P.O. Box 5796
Accra (North)

GUATEMALA
6a Avenida 1-46
Zona 2
Guatemala

HAITI
c/o American
Embassy
Port-au-Prince

HONDURAS
Apartado Postal
C-51
Tegucigalpa

JAMAICA
Musgrove Avenue
Kingston 10

KENYA
P.O. Box 30518
Nairobi

LESOTHO
P.O. Box 554
Maseru

LIBERIA
Box 707
Monrovia

MALAWI
Box 208
Lilongwe

MALI
BP 85
Box 564

MAURITANIA
BP 222
Nouakchott

MICRONESIA
P.O. Box 9
Kolonia, Ponape
F.S.M. 96941

MOROCCO
1, Zanquat
Benzerte
Rabat

NEPAL
P.O. Box 613
Kathmandu

NIGER
BP 10537
Niamey

PAPUA NEW GUINEA
P.O. Box 1790
Boroko
Port Moresby

PARAGUAY
c/o American
Embassy
Asuncion

PHILIPPINES
P.O. Box 7013
Manila

RWANDA
c/o American
Embassy
Kigali

SENEGAL
BP 254
Dakar

SEYCHELLES
BP 697
Victoria

SIERRA LEONE
Private Mail Bag
Freetown

SOLOMON ISLANDS
P.O. Box 547
Honiara

SRI LANKA
50/5 Siripa Road
Colombo 5,
Sri Lanka

SUDAN
Djodi Deutsch
Administrator/PCV's
c/o American Embassy
Khartoum

SWAZILAND
P.O. Box 362
Mbabane

TANZANIA
Box 9123
Dar es Salaam

THAILAND
42 Soi
Somprasong 2
Petchburi Road
Bangkok 4

TOGO
BP 3194
Lome

TONGA
BP 147
Nuku'Alofa

TUNISIA
BP 96
1002 Tunis-
Belvedere
Tunis

WESTERN SAMOA
Private Mail Bag
Apia

YEMEN
P.O. Box 1151
Sana'a

ZAIRE
BP 697
Kinshasa